61啓林館 | コ I 341

LANDMARK Fit

English Communication Ⅰ

② Teacher's Book



KEIRINKAN

Let's study English !























SOURCES

Lesson 8 / Mariko Nagai, Super Interpreter
NHK『プロフェッショナル 仕事の流儀』
—言葉を超えて，人をつなぐ 会議通訳者・長井鞠子—

Reading / One Autumn Date
Written by Daisuke Ikenoue

LANDMARK

Fit

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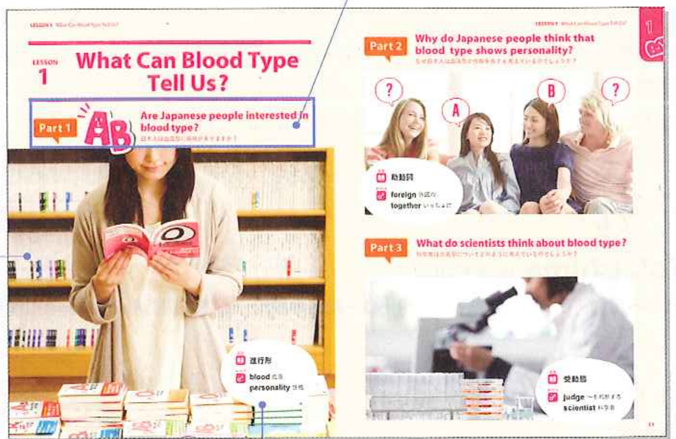


KEIRINKAN

CONTENTS

本書の特色と使い方

● レッスン扉



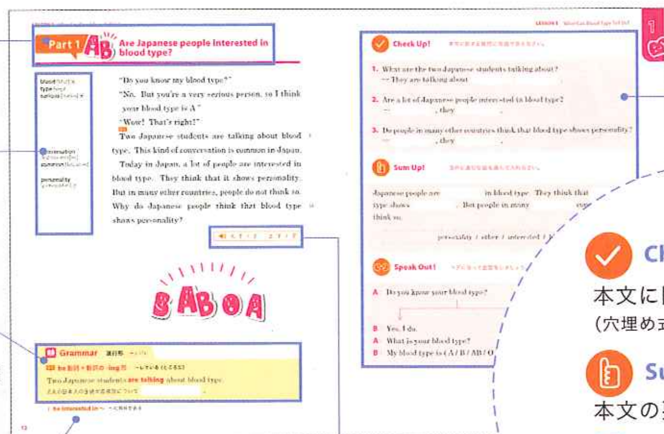
各パートの内容を推測するための質問文

各パートの内容を表す写真

文法 各パートで学習する文法項目

キーワード 各パートを読む際に鍵となる語

● 本文ページ



本文の内容を推測するための質問文
● レッスン扉の質問文と共通

本文に出てくる新出語
ア アクセントに注意
発 発音に注意

Grammar
本文で学習する文法項目
● 巻末の Grammar のまとめでさらに詳しく解説

本文に出てくる固有名詞と重要表現

本文に関するリスニング問題
(True or False)

Check Up!
本文に関する Q&A
(穴埋め式)

Sum Up!
本文の要約を完成させる問題

Speak Out!
本文に関連するトピックについての発話練習



音読 Training!

本文の音読練習を行うページ
各パート10回音読しましょう!





Finish Up!

図・表を用いて本文のまとめを完成させる問題(リスニング問題も掲載)

Exercises

本文で学習した文法項目の練習問題



More Information

本文をよりよく理解するための情報ページ
写真・図・イラストを豊富に掲載!





Preparatory Lesson (→p.6)

文法の基本事項を学習するページ(4項目)



Grammar のまとめ (→p.173)

本文ページの Grammar を詳しく解説したページ

Preparatory Lesson 1

☑ 文を作る要素と品詞

文を作る要素

英語の文は，主に次の５つの要素からできています。

主語 (S)	動詞 (V)	目的語 (O)	補語 (C)	修飾語
「～は，～が」にあたる語	「～する，～である」にあたる語	「～に」，「～を」にあたる語	主語や目的語の補足説明をする語	文や語句を説明する語

品詞とその役割

品詞	役割	例
1. 名　詞	人や物の名前を表します。 主語(S)，目的語(O)，補語(C)の働きをします。	Tom / friend English / school
2. 動　詞	主語の動作や状態を表します。	is / live / study buy / become / call
3. 形容詞	人や物の性質・状態・数量などを表します。 名詞を修飾するか 補語(C) になります。	red / big / young many / some
4. 副　詞	時・場所・様子・回数などを表します。 動詞・形容詞・他の副詞などを修飾します。	yesterday / here fast / very / often
5. 代名詞	名詞の代わりをします。 主に，主語(S)，目的語(O) の働きをします。	I / you / me him / it / they
6. 助動詞	動詞にいろいろな意味を加えます。	will / can may / must
7. 冠　詞	名詞の前に置いて，「1つの」「その」などの意味を表します。	a / an / the
8. 前置詞	名詞・代名詞の前に置いて，いろいろな意味を表します。	at / on / in with / by / from
9. 接続詞	語と語や，文と文などを結びつけます。	and / but / or that / if / when

練習問題　次の語の品詞を答えましょう。

(1) but	接続詞	(2) here	副詞	(3) from	前置詞
(4) him	代名詞	(5) is	動詞	(6) will	助動詞
(7) teacher	名詞	(8) the	冠詞	(9) beautiful	形容詞

Preparatory Lesson 2

☑ 英語の文構造

英語では，文構造は文の意味を決める重要なものです。主に５つのパターン（文型）があります。

第１文型

主語 (S) ＋ 動詞 (V)

1-2 They live here.（彼らはここに住んでいる）
S V 修飾語



第２文型

主語 (S) ＋ 動詞 (V) ＋ 補語 (C)　　S＝C（トム＝若い）の関係になるよ。

Tom is young.（トムは若い）
S V C

第３文型

主語 (S) ＋ 動詞 (V) ＋ 目的語 (O)　　S≠O（ジャック≠英語）の関係になるよ。

Jack speaks English.（ジャックは英語を話す）
S V O

第４文型

主語 (S) ＋ 動詞 (V) ＋ 目的語１ ＋ 目的語２　　目的語１は主に人や動物，目的語２は主に物だよ。

Kana gave me a T-shrit.（カナは私にＴシャツをくれた）
S V O O

第５文型

主語 (S) ＋ 動詞 (V) ＋ 目的語 (O) ＋ 補語 (C)　　O＝C（彼＝スティーブ）の関係になるよ。

I call him Steve.（私は彼をスティーブと呼ぶ）
S V O C

練習問題　下線のある語の下に S, V, O, C のいずれかを書きましょう。

(1) John and Anna like ice cream.
S V O

(2) We became friends at college.
S V C

(3) My father bought me a bike.
S V O O

(4) Tadashi lives in Tokyo.
S V

(5) This song makes me happy.
S V O C

Preparatory Lesson 3

句と節

2語以上のまとまりが1つの名詞・形容詞・副詞などと同じ働きをすることがあります。
そのうち，〈主語＋動詞〉を含まないものを句，〈主語＋動詞〉を含むものを節といいます。

1 名詞の働きをする句と節　名詞の働き＝S, O, Cになる

1-3 I like studying English. (私は英語を勉強することが好きです)
S　V　O　名詞句(主語＋動詞なし)

Everyone thinks that *Tom is* young. (みんなトムが若いと思っている)
S　V　O　名詞節(主語＋動詞あり)

2 形容詞の働きをする句と節　形容詞の働き＝名詞を修飾

1-4 I don't have time to talk with you. (私はあなたと話す時間がない)
(名詞)　形容詞句(主語＋動詞なし)

I read a story which *Tom wrote*. (私はトムが書いた物語を読んだ)
(名詞)　形容詞節(主語＋動詞あり)

3 副詞の働きをする句と節　副詞の働き＝動詞,形容詞,他の副詞などを修飾

1-5 I went to school at six thirty. (私は6時半に学校へ行った)
(動詞)　副詞句(主語＋動詞なし)

I didn't like vegetables when *I was* a child. (私は子どものころ野菜が好きではなかった)
(動詞)　副詞節(主語＋動詞あり)

練習問題　次の［　］は「句」か「節」かを答えなさい。

(1) I believe that the team will win the game.　節
(2) My father studied at this university.　句
(3) I was late for school because I missed the train.　節

Preparatory Lesson 4

文の種類

英文は，「平叙文」，「疑問文」，「命令文」，「感嘆文」の４種類に分けることができます。

1 平叙文

平叙文には，「～する，～である」を表す肯定文(→①)と，「～しない，～ではない」を表す否定文(→②)がある。

1-6 ① He plays soccer. (彼はサッカーをする)
② He *doesn't*[*does not*] play soccer. (彼はサッカーをしない)

否定文の作り方
・be動詞のある文 → be動詞の後ろにnotをつける。
・be動詞以外の動詞のある文 → 〈do[does, did]+not+動詞の原形〉の形にする。

2 疑問文

「～しますか，～ですか」と尋ねる文。
疑問文には主に，Yes/No疑問文(→①)と，疑問詞で始まる疑問文(→②)がある。

1-7 ① Is she a student? — Yes, she is. / No, she isn't.
(彼女は学生ですか)　(はい，そうです／いいえ，違います)
② *What* did you do today? — I played soccer.
(今日あなたは何をしましたか)　(サッカーをしました)

3 命令文

「～しなさい」と命令する文。命令文は動詞の原形で文を始める(→①)。
「～してはいけない」と否定する命令文は，〈Don't[Do not]＋動詞の原形〉で文を始める(→②)。

1-8 ① Come here. (ここに来なさい)
② *Don't* be late. (遅刻してはいけない)

4 感嘆文

「なんて～なのだろう」と驚き・悲しみ・喜びなどを表す文。
感嘆文にはHowを使った感嘆文〈How＋形容詞／副詞＋主語＋動詞！〉(→①)と，Whatを使った感嘆文〈What＋(a/an)＋形容詞＋名詞＋主語＋動詞！〉(→②)がある。

1-9 ① *How* lucky you are! (あなたはなんて幸運なのだろう)
(形容詞)
② *What* a nice car this is! (これはなんてすてきな車なのだろう)
(形容詞)(名詞)

練習問題　次の文は「疑問文」，「命令文」，「感嘆文」のどれであるかを答えなさい。

(1) Open the window.　命令文
(2) What a kind girl she is!　感嘆文
(3) Does your father have a car?　疑問文

1-10

LESSON 1 What Can Blood Type Tell Us?

1-11

Part 1



Are Japanese people interested in blood type?

日本人は血液型に興味がありますか？



文法 進行形

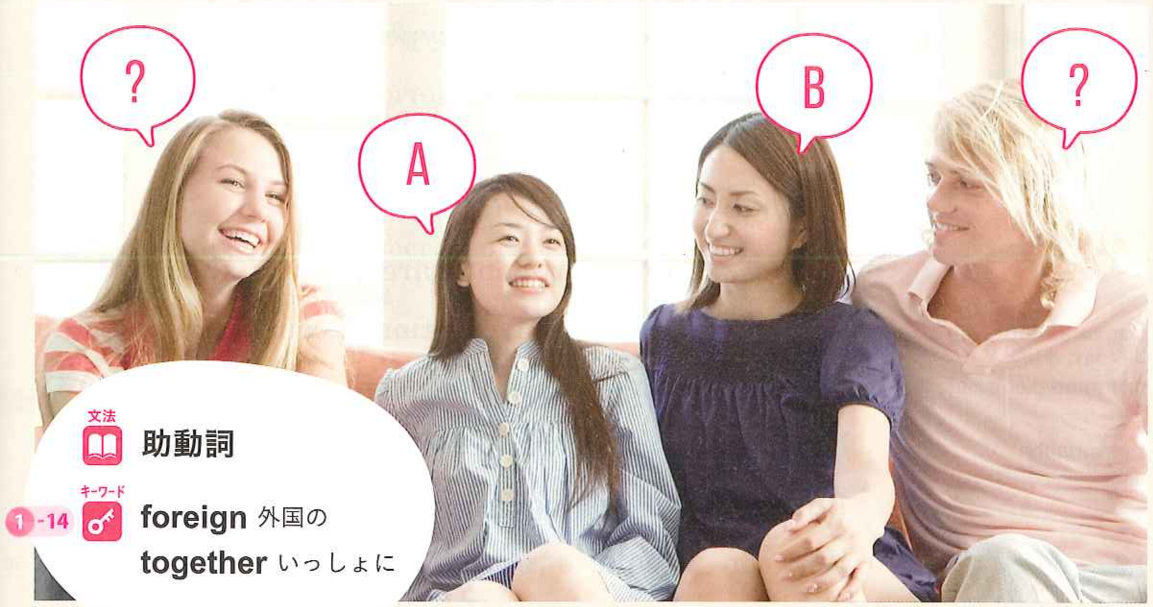
キーワード 1-12 **blood** 血液 **personality** 性格

1-13

Part 2

Why do Japanese people think that blood type shows personality?

なぜ日本人は血液型が性格を表すと考えているのでしょうか？



文法 助動詞

キーワード 1-14 **foreign** 外国の **together** いっしょに

1-15

Part 3

What do scientists think about blood type?

科学者は血液型についてどのように考えているのでしょうか？



文法 受動態

キーワード 1-16 **judge** ～を判断する **scientist** 科学者

1-17

Part 1 Are Japanese people interested in blood type?

1-23 ポーズ読み（フレーズ） 1-24 ポーズ読み（文）

1-18 blood [blʌ́d] 発
type [táɪp]
serious [síəriəs] 発

conversation [kɑ̀(:)nvərséɪʃən]
common [kɑ́(:)mən]

personality [pə̀ːrsənǽləti] ア

1-20 "Do you know my blood type?"/
"No./ But you're a very serious person,/so I think/ your blood type is A."/
"Wow!/ That's right!"/

1-21 G-1 Two Japanese students are talking/about blood type./ This kind of conversation/is common in Japan./

1-22 Today in Japan,/a lot of people are interested in blood type./ They think/that it shows personality./ But in many other countries,/people do not think so./ Why do Japanese people think/ that blood type shows personality?/

スクリプト
True or False
1. Conversation about blood type is common in Japan.
2. A lot of Japanese people think that blood type shows personality.

1-25 1. (T) / F 2. (T) / F



Grammar 進行形 →p.174

G-1 **be動詞＋動詞の -ing 形** ～している（ところだ）

Two Japanese students **are talking** about blood type.
2人の日本人の生徒が血液型について 話しています 。

1-19 7 **be interested in ～** ～に興味がある

1

1-26 Check Up! 本文に関する質問に英語で答えなさい。

1. What are the two Japanese students talking about?
— They are talking about blood type .

2. Are a lot of Japanese people interested in blood type?
— Yes , they are .

3. Do people in many other countries think that blood type shows personality?
— No , they don't .

1-27 Sum Up! 空所に適切な語を選んで入れなさい。

Japanese people are interested in blood type. They think that blood type shows personality . But people in many other countries do not think so.

personality / other / interested / blood

1-28 Speak Out! ペアになって会話をしましょう。

A : Do you know your blood type?

B : Yes, I do.
A : What is your blood type?
B : My blood type is (A / B / AB / O).

B : No, I don't.
A : Do you want to know it?
B : Yes, I do. / No, I don't.

スクリプト
A : Do you know your blood type?
B : Yes, I do.
A : What is your blood type?
B : My blood type is A.

A : Do you know your blood type?
B : No, I don't.
A : Do you want to know it?
B : Yes, I do.

More Information

Information 1

有名人の血液型







芸能人

A 型　渡辺謙
B 型　綾瀬はるか
O 型　木村拓哉
AB 型　aiko

スポーツ選手

A 型　錦織圭（テニス）
B 型　浅田真央（フィギュア・スケート）
O 型　吉田沙保里（レスリング）
AB 型　本田圭佑（サッカー）

歴史上の偉人

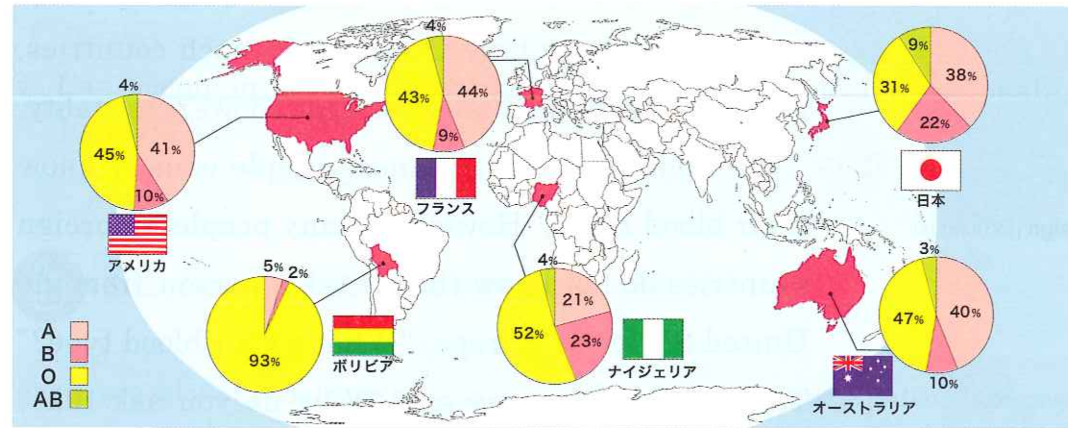
A 型　夏目漱石
B 型　アインシュタイン
O 型　豊臣秀吉
AB 型　リンカーン

血液型性格診断の例　信じる？ 信じない？

型	性格	型	性格
A	・まじめな（serious） ・誠実な（sincere）	B	・明るい（cheerful） ・冷静な（cool-headed）
O	・おおらかな（generous） ・社交的な（sociable）	AB	・純粋な（genuine） ・好奇心が強い（curious）

Information 2

世界の血液型分布



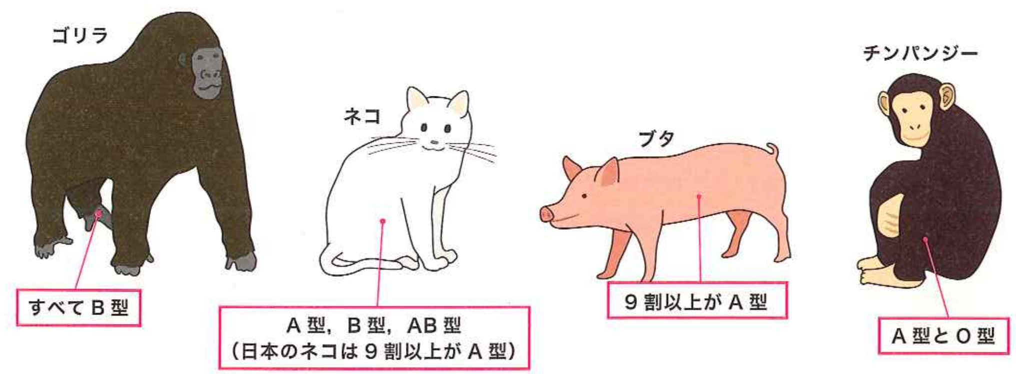
出典：なるほど世界地図帳 2004

日本で最も多い血液型は A 型，次が O 型，B 型，AB 型と続く。
一方，世界で最も多い血液型は O 型である。

Information 3

動物の血液型

人間と同じように ABO 式の血液型を持つ動物もいる。ただし，人間とは異なり，A・B・O・AB の 4 種類がそろっているとは限らない。



Part 2

1-29

Why do Japanese people think that blood type shows personality?

1-34 ポーズ読み（フレーズ） 1-35 ポーズ読み（文）

1-32 For one thing,/in Japan,/there are many people/with each blood type./ However,/the situation is different/in other countries./For example,/in Bolivia,/most people have type O blood./ In such countries,/people do not think/that blood type shows personality./

1-33 For another thing,/Japanese people usually know their blood types./ However,/many people in foreign countries/do not know them./Ask a person/from the United States or Europe,/"What's your blood type?"/ Then,/the person may say,/"Why do you ask that?/ Only doctors know/about blood type."/ If people do not know their blood types,/they cannot talk/about blood type and personality together./

1-30 **however** [haʊévər]
situation [sìtʃuéɪʃən]
foreign [fɔ́(ː)rən] 発
together [təgéðər]

スクリプト
True or False
1. In Japan, most people have type O blood.
2. In Japan, people usually know their blood type

1-36 1. T / (F) 2. (T) / F

must「～しなければならない」や should「～すべきだ」も覚えておこう！

Grammar 助動詞 →p.174

G-2 can / may + 動詞の原形 ～することができる / ～するかもしれない

a. The person **may** say, "Why do you ask that?"
その人は「なぜあなたはそれを尋ねるのですか」と言う かもしれません 。

b. They **cannot** talk about blood type and personality together.
彼らは血液型と性格についていっしょに話すことが できません 。

1-31 1 **for one thing** 1つの理由としては 3 **for example** たとえば 3 **Bolivia** [bəlívɪə] ボリビア
8 **the United States** [junàɪtɪd stéɪts] アメリカ合衆国 9 **Europe** [jʊ́ərəp] ヨーロッパ

1

1-37 Check Up! 本文に関する質問に英語で答えなさい。

1. Are there many people with each blood type in Japan?
— Yes , there are .

2. Do many people in foreign countries know their blood types?
— No , they don't .

3. Can people in foreign countries talk about blood type and personality together?
— No , they can't .

1-38 Sum Up! 空所に適切な語を選んで入れなさい。

There are a lot of people with each blood type in Japan. Also, Japanese people usually know their blood types. However, many people in foreign countries do not know them. So, they cannot talk about blood type and personality together .

know / each / together / foreign

1-39 Speak Out ! ペアになって会話をしましょう。

A : Do you talk about blood type and personality together?
B : Yes, I do. / No, I don't.
A : Why? / Why not?
B : Because ____________ .

(a) I'm interested in blood type and personality
(b) I'm not interested in blood type and personality
(c) *Your idea*

スクリプト
A : Do you talk about blood type and personality together?
B : Yes, I do.
A : Why?
B : Because I'm interested in blood type and personality.

A : Do you talk about blood type and personality together?
B : No, I don't.
A : Why not?
B : Because I'm not interested in blood type and personality.

Part 3 1-40 What do scientists think about blood type?

1-45 ポーズ読み（フレーズ） 1-46 ポーズ読み（文）

1-43 For these two reasons,/ blood type is [G-3] often used/ when people judge personality/ in Japan. / This is also true/ in South Korea. / People are very interested in blood type there. /

1-44 What do scientists think?/ Many scientists believe/ that there is no relationship/ between blood type and personality. / Some scientists researched the relationship, / but [G-3] no relationship was found./ However, / some Japanese people still think / that blood type is an interesting topic./ Do you think / that your blood type shows your personality? /

1-41 judge [dʒʌ́dʒ]

scientist [sáɪəntəst] (発)

relationship [rɪléɪʃənʃɪp]

research [rɪsə́ːrtʃ, ríːsəːrtʃ]

topic [tá(ː)pɪk]

スクリプト 1-47 1. (T) / F 2. (T) / F

True or False
1. People in South Korea are very interested in blood type.
2. Some scientists researched the relationship between blood type and personality.



Grammar 受動態 →p.174

G-3 **be動詞＋動詞の過去分詞** ～される［されている］

a. Blood type **is** often **used** when people judge personality in Japan.
血液型は日本で人々が性格を判断するときにたびたび［ 使われます ］。

b. No relationship **was found**.
何の関係性も［ 発見され ］ませんでした。

1-42 1 **for ～ reason** ～の理由で 3 **South Korea** [sàuθ kəríːə] 韓国

1-48 Check Up! 本文に関する質問に英語で答えなさい。

1. In South Korea, is blood type also used when people judge personality?
— [Yes], it [is].

2. What do many scientists believe about blood type?
— They believe that there is no [relationship] between blood type and [personality].

3. Do some Japanese people think that blood type is an interesting topic?
— [Yes], they [do].

1-49 Sum Up! 空所に適切な語を選んで入れなさい。

In Japan and [South Korea], blood type is used when people [judge] personality. However, many [scientists] believe that there is no relationship between them. Some Japanese people still think that blood type is an interesting [topic].

South Korea / topic / judge / scientists

1-50 Speak Out! ペアになって会話をしましょう。

A : Do you think that your blood type shows your personality?
B : Yes, I do. / No, I don't.
A : Why? / Why not?
B : Because ＿＿＿＿＿＿＿＿.

(a) I think there is a relationship between them
(b) I don't think there is a relationship between them
(c) *Your idea*

スクリプト
A : Do you think that your blood type shows your personality?
B : Yes, I do.
A : Why?
B : Because I think there is a relationship between them.

A : Do you think that your blood type shows your personality?
B : No, I don't.
A : Why not?
B : Because I don't think there is a relationship between them.

音読 Training!

本文の内容を思い出しながら，声に出して読みましょう。

Part 1

1-23 ポーズ読み（フレーズ） 1-24 ポーズ読み（文）

1-20 "Do you know my blood type?" /
"No. / But you're a very serious person, / so I think / your blood type is A." /
"Wow! / That's right!" /

1-21 Two Japanese students are talking / about blood type. / This kind of conversation / is common in Japan. /

1-22 Today in Japan, / a lot of people are interested in blood type. / They think / that it shows personality. / But in many other countries, / people do not think so. / Why do Japanese people think / that blood type shows personality? / (78)

1回音読したら，塗りつぶしましょう。目指せ10回音読！

START ▶ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ GOAL

あともう少し！

Part 2

1-34 ポーズ読み（フレーズ） 1-35 ポーズ読み（文）

1-32 For one thing, / in Japan, / there are many people / with each blood type. / However, / the situation is different / in other countries. / For example, / in Bolivia, / most people have type O blood. / In such countries, / people do not think / that blood type shows personality. /

1-33 For another thing, / Japanese people usually know their blood types. / However, / many people in foreign countries / do not know them. / Ask a person / from the United States or Europe, / "What's your blood type?" / Then, / the person may say, / "Why do you ask that? / Only doctors know / about blood type." / If people do not know their blood types, / they cannot talk / about blood type and personality together. / (109)

START ▶ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ GOAL

Part 3

1-45 ポーズ読み（フレーズ） 1-46 ポーズ読み（文）

1-43 For these two reasons, / blood type is often used / when people judge personality / in Japan. / This is also true / in South Korea. / People are very interested in blood type there. /

1-44 What do scientists think? / Many scientists believe / that there is no relationship / between blood type and personality. / Some scientists researched the relationship, / but no relationship was found. / However, / some Japanese people still think / that blood type is an interesting topic. / Do you think / that your blood type shows your personality? / (80)

START ▶ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ GOAL

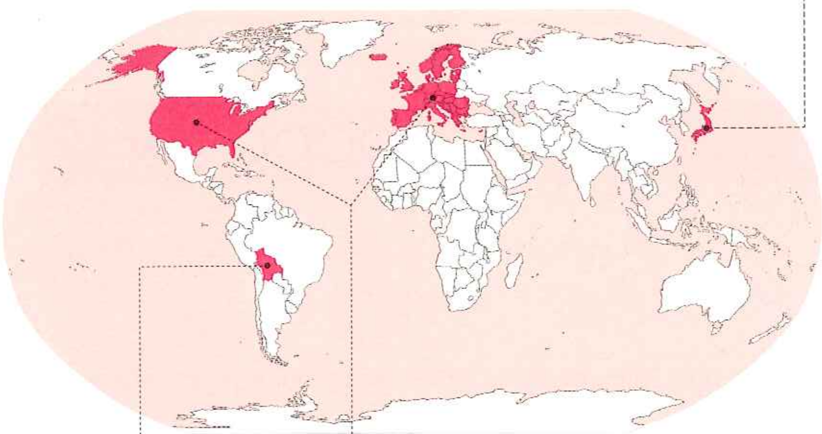
1-51 本文通し読み

Finish Up!

世界の血液型についてまとめます。
本文の内容に合うように，空所に入る語を下から選んで書きなさい。

Japan

- People often use blood type when they ([1] judge) personality.
- There are many people with ([2] each) blood type.
- People think blood type is an interesting ([3] topic).



US and Europe

- Many people do not ([4] know) their blood types.
- They think that only ([5] doctors) know about blood type.

Bolivia

- Most people have type ([6] O) blood.
- People do not think that blood type shows ([7] personality).

each / personality / judge / O / doctors / topic / know

スクリプト
True or False
1. In Japan, most people have the same blood type.
2. In Japan, people think that blood type is an interesting topic.
3. In the US and Europe, people think that only scientists know about blood type.
4. In Bolivia, people think that blood type shows personality.

1-52 1. T / (F) 2. (T) / F 3. T / (F) 4. T / (F)

Exercises

1 日本文に合うように，（ ）に適切な語を書きなさい。 G-1

1. 私は今，英語の勉強をしています。
   I (am) (studying) English now.
2. 彼女は今，皿を洗っています。
   She (is) (washing) the dishes now.
3. 彼らは今，料理をしていますか。
   (Are) (they) (cooking) now?

2 日本文に合うように，（ ）内の適切な語を○で囲みなさい。 G-2

1. あなたは今日，家にいるべきです。
   You (can / will / (should)) stay home today.
2. 彼の話は本当かもしれない。
   His story ((may) / should / cannot) be true.

3 日本文に合うように，［ ］内の語を適切な形に変えて（ ）に書きなさい。 G-3

1. 私たちはそのコンサートに招待されています。
   We (are invited) to the concert. [be / invite]
2. 彼の名前は紙に書かれています。
   His name (is written) on the paper. [be / write]

By YourSELF!!

助動詞の can を使って，自分ができることを書いてみよう！

I can play the piano well .

1-53

LESSON 2

Curry Travels around the World

1-54

Part 1 How was curry brought to the UK from India?

カレーはどのようにインドからイギリスにもたらされたのでしょうか？



文法 動名詞

キーワード 1-55 **recipe** 調理法，レシピ
spread 広まる

1-56

Part 2 How did curry become popular in Japan?

カレーは日本でどのようにして一般的になったのでしょうか？



文法 現在完了形（継続）

キーワード 1-57 **import** ～を輸入する
military 軍隊

1-58

Part 3 What kinds of curry-based foods are there?

カレーをベースにした食品にはどのようなものがあるのでしょうか？



文法 現在完了形（経験・完了）

キーワード 1-59 **invent** ～を発明する
successful 成功した

Part 1

1-60

How was curry brought to the UK from India?

1-66 ポーズ読み（フレーズ） 1-67 ポーズ読み（文）

1-61
- curry [kɔ́:ri] 発
- introduce [ìntrədjú:s]
- recipe [résəpi]
- spice [spáɪs]
- century [séntʃəri]
- powder [páudər]
- appear [əpíər]
- mix [míks]
- able [éɪbl] 発
- easily [í:zɪli]
- spread [spréd] 発

1-63 Many of you know/that curry was born in India./ However,/did you know/that Indian people do not call their dishes "curry"? / G-1 British people began using the word "curry."/

1-64 In 1772,/Warren Hastings introduced a recipe for curry/from India to the UK./ He also brought back rice/with many spices./ After that,/G-1 British people started eating curry/with rice./

1-65 In the early 19th century,/the first curry powder appeared/in the UK./ Until then,/ G-1 mixing the many spices for curry/was hard work./ People were able to make curry easily/with the curry powder./ So,/curry spread across the UK./


ウォーレン・ヘイスティングズ

スクリプト
True or False
1. Indian people began using the word "curry."
2. Warren Hastings brought curry powder from India.

1-68 1. T / (F)　2. T / (F)

Grammar 動名詞 →p.175

G-1 動詞の -ing 形 ～すること

British people began **using** the word "curry."

イギリス人が「カレー」という言葉を［使うこと］を始めました［使い始めました］。

1-62
1 **India** [índiə] インド　2 **Indian** [índiən] インドの　3 **call + O + C** OをCと呼ぶ
3 **British** [brítɪʃ] イギリスの　5 **Warren Hastings** [wɔ́(:)rən héɪstɪŋz] ウォーレン・ヘイスティングズ
6 **the UK** イギリス ＝the United Kingdom　6 **bring back ～** ～を持ち帰る
12 **be able to *do*** ～することができる

1-69 **Check Up!** 本文に関する質問に英語で答えなさい。

1. Where was curry born?
 — [It] was born in [India].
2. Who introduced a recipe for curry to the UK?
 — [Warren] [Hastings] did.
3. What happened in the early 19th century?
 — The [first] curry powder [appeared] in the UK.

1-70 **Sum Up!** 空所に適切な語を選んで入れなさい。

Curry was [born] in India. In 1772, Warren Hastings introduced a [recipe] for "curry" to the UK. Then, British people began eating curry. In the 19th century, the first curry [powder] appeared. After that, curry [spread] across the UK.

powder / spread / recipe / born

1-71 **Speak Out!** ペアになって会話をしましょう。

A： What's your favorite food?
B： My favorite food is ＿＿＿＿. ※食べ物の名前を入れる
A： Oh, really? How often do you eat it?
B： I eat it ＿＿＿＿.

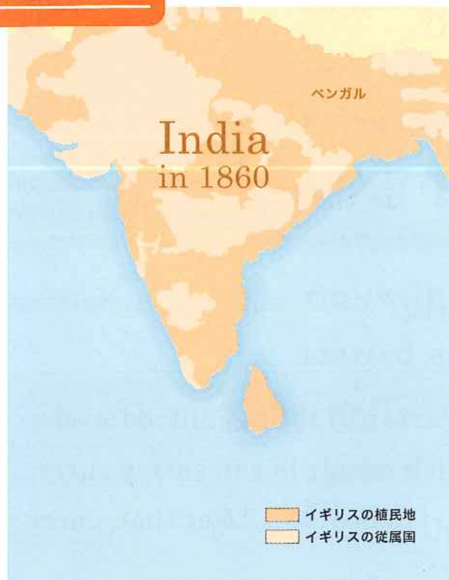
(a) every day　(b) once a week
(c) once a month　(d) *Your idea*

スクリプト
A : What's your favorite food?
B : My favorite food is *natto*.
A : Oh, really? How often do you eat it?
B : I eat it every day.

More Information



Information 1



イギリスとインドの関係

イギリスによるインドの植民地化

18世紀初頭，インド進出をもくろむイギリスは，ベンガル地方を足がかりに通商を開始した。1764年にベンガル地方を植民地化すると，イギリスは戦争によって領地を次々に拡大し，1849年にインド全域の植民地化を完了した。



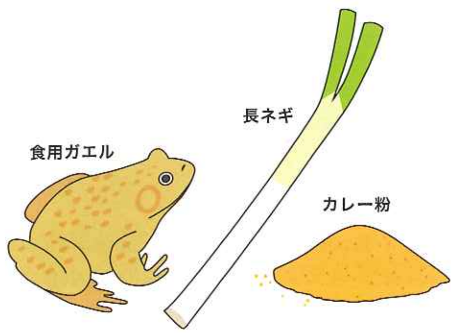
ウォーレン・ヘイスティングズ(1732-1818)

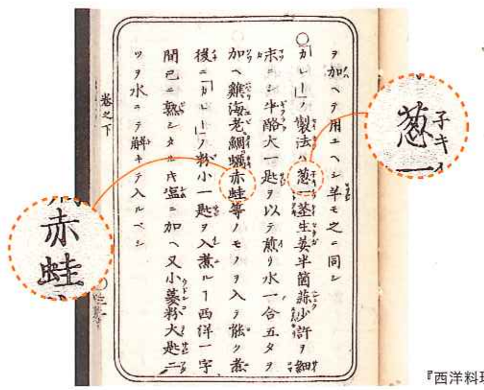
東洋貿易を目的に設立された東インド会社の初代ベンガル総督。強硬な統治政策によってイギリスによるインド支配の基礎を固めた人物。

Information 2

明治時代の日本のカレー

1872年に初めてカレーライスの調理法が西洋料理本で紹介された。その中では，カエルの肉や長ネギが具材として使われている。タマネギ・ニンジン・ジャガイモはまだ珍しく，一般家庭には普及していなかった。



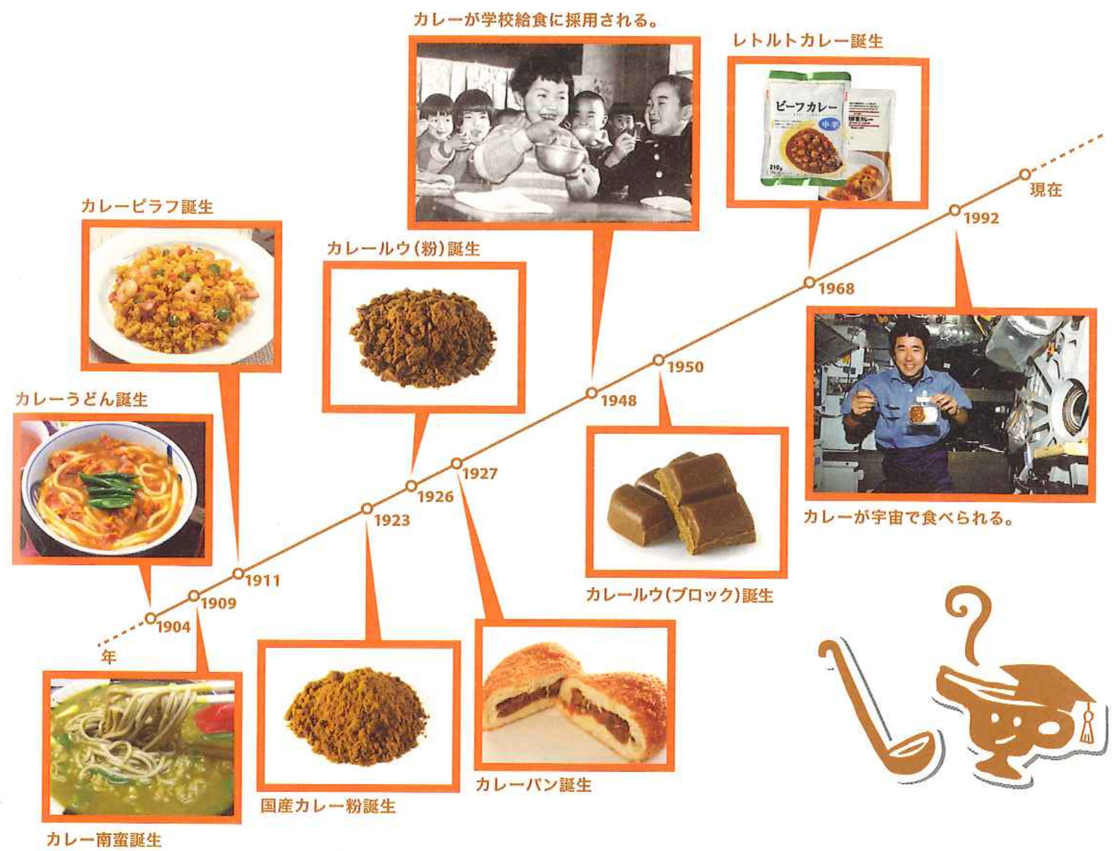


『西洋料理指南』

『カレーの製法はネギ一茎，生姜半個，ニンニク少しばかりを細末にし，牛酪大一匙を以て煎り，水一合五勺を加え，鶏，エビ，鯛，カキ，赤ガエルなどのものを入れてよく煮，後にカレー粉小一匙を入れ煮る。これに熟したるとき塩に加え小麦粉大匙二つを水に解きて入るべし』

Information 3

日本におけるカレーの歴史



カレー味の食品



Part 2 1-72 How did curry become popular in Japan?

1-77 ポーズ読み（フレーズ） 1-78 ポーズ読み（文）

1-73
- era [íərə] 発
- import [impɔ́:rt]
- expensive [ikspénsiv]
- surprisingly [sərpráiziŋli]
- onion [ʌ́njən]
- frog [frɑ́(:)g]
- meat [mí:t] 発
- military [mílətèri]
- soldier [sóuldʒər] 発
- hometown [hòumtáun]

1-75 Early in the Meiji era,/curry was imported into Japan/from the UK./ In those days,/curry was so expensive/that only rich people could eat it./ Surprisingly,/long green onions and frog meat/were used in it!/

G-2

1-76 Since the late Meiji era,/curry has been popular/all over Japan./ In the Japanese military,/soldiers began cooking curry./They could make a lot of curry/at one time/and keep it for a few days./ They took the recipe for curry back/to their hometowns./ Then,/people began eating curry/in many parts of Japan./

1-79 1. (T) / F 2. (T) / F

スクリプト

True or False

1. Early in the Meiji era, frog meat was used in curry.
2. The Japanese soldiers could make a lot of curry at one time.



軍隊で食べられていたカレー（当時のレシピを再現）

Grammar 現在完了形（継続） → p.175

G-2 **have[has]＋動詞の過去分詞** （今まで）ずっと～である

Since the late Meiji era, curry **has been** popular all over Japan.

明治時代の後期から，カレーは日本中で ずっと 一般的 です 。

1-74
- 2 **in those days** その当時は
- 2 **so ～ that ...** とても～なので…
- 4 **long green onion** 長ネギ
- 7 **all over ～** ～中で
- 9 **at one time** 一度に
- 9 **a few ～** （数が）少しの～
- 9 **take *A* back to *B*** *A*を*B*に持ち帰る

2

1-80 Check Up! 本文に関する質問に英語で答えなさい。

1. When was curry imported into Japan?
   — It was imported early in the Meiji era.
2. Who began cooking curry in the Japanese military?
   — Soldiers in it did.
3. Where did the soldiers take the recipe for curry back to?
   — They took it back to their hometowns .

1-81 Sum Up! 空所に適切な語を選んで入れなさい。

Early in the Meiji era, curry was imported into Japan. Soldiers in the Japanese military began cooking curry. They took the recipe back home. Then, curry became popular all over Japan.

imported / popular / recipe / military

1-82 Speak Out! ペアになって会話をしましょう。

A : Curry is one of our favorite dishes. What kind of curry do you like?

B : I like ______ curry. How about you?

A : I like ______ curry.

(a) chicken (b) beef
(c) seafood (d) *Your idea*

スクリプト

A : Curry is one of our favorite dishes. What kind of curry do you like?
B : I like chicken curry. How about you?
A : I like beef curry.

Part 3 What kinds of curry-based foods are there?

1-83

1-89 ポーズ読み（フレーズ） 1-90 ポーズ読み（文）

1-86 After curry spread around Japan, / Japanese people invented / a lot of new curry-based foods. / By mixing curry / with noodles and bread, / they made curry-*udon* and curry-*pan*. / Maybe / (G-3) you have also eaten / some kinds of curry-flavored snacks. /

1-87 The curry roux and "curry in a pouch" / were especially successful. / They were exported overseas, / and (G-3) they have become popular / in some countries / like Australia, / China, / South Korea, / and the US. / "Curry in a pouch" is now eaten / even in the International Space Station / (ISS)! /

1-88 Curry was born in India. / Later, / it was taken to the UK, / and then to Japan. / Now it is eaten / all over the world. /

1-84
- invent [ɪnvént]
- -based [-béɪst]
- noodle [núːdl]
- maybe [méɪbi]
- -flavored [-fléɪvərd]
- snack [snǽk]
- roux [rúː] ㊗
- pouch [páutʃ] ㊗
- especially [ɪspéʃəli]
- successful [səksésfəl] ㋐
- export [ɪkspɔ́ːrt]
- overseas [òuvərsíːz]
- international [ìntərnǽʃənəl]

スクリプト
True or False
1. British people invented a lot of new curry-based foods.
2. "Curry in a pouch" was exported overseas.

1-91 1. T / (F) 2. (T) / F

Grammar 現在完了形（経験・完了） → p.175

G-3 **have [has] + 動詞の過去分詞** （今までに）〜したことがある / （すでに）〜して（しまって）いる

a. You **have** also **eaten** some kinds of curry-flavored snacks.
あなたも何種類かのカレー風味のスナック菓子を 食べたことがあります 。

b. They **have become** popular in some countries.
それらはいくつかの国で一般的に なっています 。

1-85
2 **curry-based** カレーをベースにした 3 **mix *A* with *B*** AをBと混ぜ合わせる
5 **curry-flavored** カレー風味の 6 **curry in a pouch** レトルトカレー
9 **Australia** [ɔ(ː)stréɪliə] オーストラリア 9 **China** [tʃáɪnə] 中国 9 **the US** ＝the United States

2

1-92 Check Up! 本文に関する質問に英語で答えなさい。

1. What did Japanese people invent?
— They invented a lot of new curry- based foods.

2. What curry-based foods were especially successful?
— The curry roux and "curry in a pouch" were.

3. In what countries did curry roux and "curry in a pouch" become popular?
— They became popular in countries like Australia, China, South Korea and the US.

1-93 Sum Up! 空所に適切な語を選んで入れなさい。

Japanese people invented a lot of new curry-based foods. The curry roux and "curry in a pouch" were especially successful. They were exported overseas and have become popular in some countries.

successful / roux / invented / exported

1-94 Speak Out! ペアになって会話をしましょう。

A: There are many kinds of curry-based foods. What's your favorite curry-based food?
B: I like ______. How about you?
A: I like ______.

(a) curry-*udon* (b) curry-*pan*
(c) curry pilaf (d) *Your idea*

スクリプト
A: There are many kinds of curry-based foods. What's your favorite curry-based food?
B: I like curry-*udon*. How about you?
A: I like curry-*pan*.

音読 Training!

本文の内容を思い出しながら，声に出して読みましょう。

Part 1

1-66 ポーズ読み（フレーズ） 1-67 ポーズ読み（文）

1-63 Many of you know / that curry was born in India. / However, / did you know / that Indian people do not call their dishes "curry"? / British people began using the word "curry." /

1-64 In 1772, / Warren Hastings introduced a recipe for curry / from India to the UK. / He also brought back rice / with many spices. / After that, / British people started eating curry / with rice. /

1-65 In the early 19th century, / the first curry powder appeared / in the UK. / Until then, / mixing the many spices for curry / was hard work. / People were able to make curry easily / with the curry powder. / So, / curry spread across the UK. / (102)

1回音読したら，塗りつぶしましょう。目指せ10回音読！


START ▶ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ GOAL


あともう少し！


Part 2

1-77 ポーズ読み（フレーズ） 1-78 ポーズ読み（文）

1-75 Early in the Meiji era, / curry was imported into Japan / from the UK. / In those days, / curry was so expensive / that only rich people could eat it. / Surprisingly, / long green onions and frog meat / were used in it! /

1-76 Since the late Meiji era, / curry has been popular / all over Japan. / In the Japanese military, / soldiers began cooking curry. / They could make a lot of curry / at one time / and keep it for a few days. / They took the recipe for curry back / to their hometowns. / Then, / people began eating curry / in many parts of Japan. / (95)

START ▶ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ GOAL

Part 3

1-89 ポーズ読み（フレーズ） 1-90 ポーズ読み（文）

1-86 After curry spread around Japan, / Japanese people invented / a lot of new curry-based foods. / By mixing curry / with noodles and bread, / they made curry-*udon* and curry-*pan*. / Maybe / you have also eaten / some kinds of curry-flavored snacks. /

1-87 The curry roux and "curry in a pouch" / were especially successful. / They were exported overseas, / and they have become popular / in some countries / like Australia, / China, / South Korea, / and the US. / "Curry in a pouch" is now eaten / even in the International Space Station / (ISS)! /

1-88 Curry was born in India. / Later, / it was taken to the UK, / and then to Japan. / Now it is eaten / all over the world. / (105)

START ▶ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ GOAL

1-95 本文通し読み

Finish Up!

カレーの歴史についてまとめます。
本文の内容に合うように，空所に入る語を下から選んで書きなさい。

Time	Place	Event
Before 18th century	India	Curry was born.
1772	UK	Warren Hastings introduced a ([1] recipe) for curry.
Early 19th century	UK	The first curry powder appeared. → Curry ([2] spread) across the UK.
Meiji era	Japan	Curry was ([3] imported) into Japan. The ([4] soldiers) took the recipe for curry back to their hometowns. People began ([5] eating) curry all over Japan.
After Meiji era	Japan	Japan ([6] invented) a lot of new curry-based foods.
Now	Some countries	The curry roux and "curry in a pouch" have become ([7] popular).

popular / imported / recipe / eating
spread / invented / soldiers

スクリプト True or False

1. In 1772, Warren Hastings introduced a recipe for curry.
2. In Japan, soldiers took the curry powder back to their hometowns.
3. Japanese people invented a lot of new curry-based foods
4. The curry-flavored snacks have become popular in many countries.

1-96 1. (T) / F 2. T / (F) 3. (T) / F 4. T / (F)

Exercises

1 ( )に入れるのに最も適切な語を，下から選んで書きなさい。 G-1

1. I like (watching) TV.
2. My job is (teaching) English.
3. I like (eating) curry.

teaching / eating / walking / watching

2 日本文に合うように，[ ] 内の語を適切な形に変えて ( ) に書きなさい。 G-2

1. マイクは２年間ずっとインドに住んでいます。
   Mike has (lived) in India for two years. [live]
2. 私は彼を長年知っています。
   I have (known) him for many years. [know]
3. 先週から天気がよい。
   The weather has (been) fine since last week. [be]

3 日本文に合うように，( ) に適切な語を書きなさい。 G-3

1. 私は以前，大阪を訪れたことがあります。
   I (have) (visited) Osaka before.
2. あなたは寿司を食べたことがありますか。
   (Have) you (eaten) sushi?
3. 母はすでに夕食を作ってしまっています。
   My mother (has) already (made) dinner.

By YourSELF!!

3 の 1 を参考に，自分が今までに経験したことを書いてみよう！

I have lived in Tokyo before .

2-1

LESSON 3 School Uniforms

2-2

Part 1 What do Japanese students wear to school every day?

日本の生徒は毎日学校へ何を着ていくのでしょうか？





文法 不定詞（名詞的用法）

キーワード 2-3
uniform 制服
survey 調査

2-4

Part 2 Do schools in foreign countries have school uniforms too?

外国の学校にも制服があるのでしょうか？



文法 原級を使った比較

キーワード 2-5
similar よく似た
costume 衣装

2-6

Part 3 What do students around the world think about school uniforms?

世界の生徒たちは制服をどのように思っているのでしょうか？



文法 比較級・最上級を使った比較

キーワード 2-7
percentage 割合
belong 所属する

2-8

Part 1 What do Japanese students wear to school every day?

2-13 ポーズ読み（フレーズ） 2-14 ポーズ読み（文）

2-11 What do you wear / when you go to school every day? / Most of you will say, / "I wear my school uniform." / In fact, / most Japanese high schools and junior high schools / have school uniforms. /

2-12 Did you check the school uniform / when you chose your high school? / According to a survey, / half of students say / they did. / Before entering schools, / G-1 many students like to check / the uniforms of the schools. / A school uniform is an important reason / for choosing a school. /

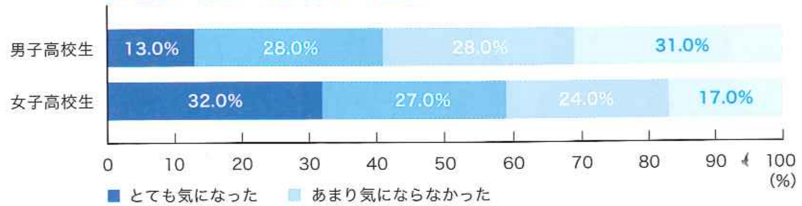
2-9 uniform [júːnɪfɔ̀ːrm] ㋐
fact [fǽkt]

check [tʃék]
chose [tʃóuz]
< choose
according [əkɔ́ːrdɪŋ]
survey [sə́ːrveɪ]
half [hǽf]
enter [éntər]

スクリプト True or False
1. Half of Japanese high schools have school uniforms.
2. Students cannot check the uniform when they choose their high school.

2-15 1. T / (F) 2. T / (F)

Q. 進学・受験の際，学校の制服がどのようなものか気になりましたか？



出典：志望校と制服の関係，2012



Grammar 不定詞（名詞的用法） → p.176

G-1 **to + 動詞の原形** 〜すること

Many students like **to check** the uniforms of the schools.

多くの生徒は学校の制服を チェックすること が好きです。

2-10 3 **in fact** 実際に 6 **according to 〜** 〜によれば

2-16 Check Up! 本文に関する質問に英語で答えなさい。

1. What do most Japanese students wear to school every day?
   — They wear school uniforms .
2. What do many students like to do before entering schools?
   — They like to check the uniforms of the schools.
3. What is a school uniform for many students?
   — It is an important reason for choosing a school.

2-17 Sum Up! 空所に適切な語を選んで入れなさい。

Most Japanese students wear school uniforms to school every day. Do students check the school uniforms when they choose their schools? According to a survey , half of them do. A school uniform is an important reason for choosing a school.

survey / uniform / wear / choose

2-18 Speak Out! ペアになって会話をしましょう。

A : Did you check the school uniform when you chose this school?
B : Yes, I did. / No, I didn't.
A : Why? / Why not?
B : Because .

(a) the school uniform is very important to me
(b) the school uniform is not so important to me
(c) *Your idea*

スクリプト
A : Did you check the school uniform when you chose this school?
B : Yes, I did.
A : Why?
B : Because the school uniform is very important to me.

A : Did you check the school uniform when you chose this school?
B : No, I didn't.
A : Why not?
B : Because the school uniform is not so important to me.

More Information



Information 1 世界の制服



韓国



イギリス



ベトナム



ブータン

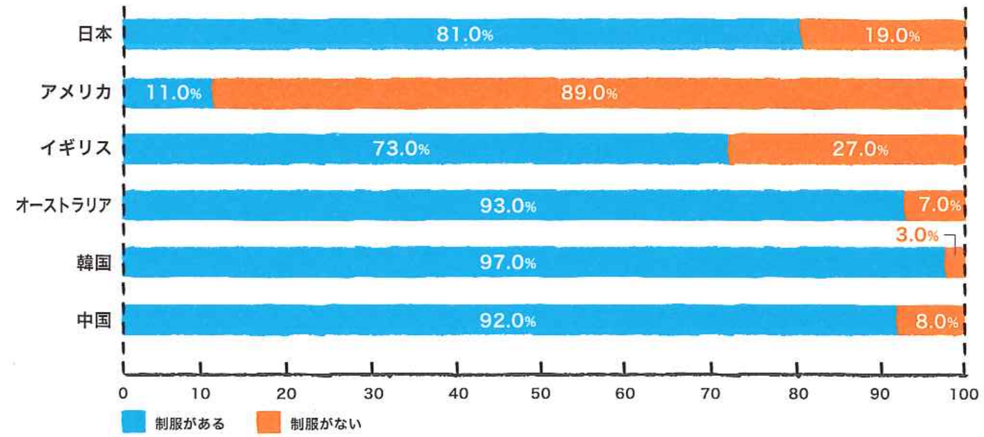




マレーシア［イスラム教］ ［非イスラム教］

Information 2 制服に関する意識調査（世界6か国の高校生対象）

Q1. 学校指定の制服はありますか？



Q2. あなたは制服に賛成？反対？

	賛成派の意見	反対派の意見
日本	・学校とプライベートの気持ちを区分するため ・学校の看板だから	・堅苦しい ・没個性だと感じる
アメリカ	・良い服を持っているか競い合わなくてすむ ・ネクタイの結び方，アイロンのかけ方などを学べる	・皆同じに見える ・制服がないほうが，創造性が高まる
イギリス	・身分の証明になる ・服装によるいじめを防ぐ	・個性を表せない ・人には着たいものを選ぶ権利があるのに，着たいものを着られない
オーストラリア	・着るものによるいじめを防ぐ ・帰属意識を高めるため	・着心地がよくない ・自由が奪われる
韓国	・私服の費用がかからないし，団結できる ・身分がわかりやすいから	・堅苦しい ・制服を着るのは面倒に感じる
中国	・服装が統一されると整然として綺麗なので ・識別がしやすくなる	・古臭く，個性がなく，元気がないように見える ・学校でしか着られないものでもったいない

出典：6ヶ国の高校生の制服に関する意識調査，2007

2-19

Part 2 Do schools in foreign countries have school uniforms too?

2-25 ポーズ読み（フレーズ） 2-26 ポーズ読み（文）

2-20
- actually [ǽktʃuəli]
- fashionable [fǽʃənəbl]
- similar [símələr]
- tie [táɪ]
- quite [kwáɪt] 発
- base [béɪs]
- traditional [trədíʃənəl]
- costume [ká(:)stjuːm]
- skin [skín]
- religious [rɪlídʒəs] ア
- background [bǽkgràund] ア

2-22 Do you think / schools in foreign countries / have school uniforms? / Actually, / many of them have. / There are many different types of school uniforms / in the world. / G-2 Some uniforms are as fashionable / as Japanese ones. /

2-23 School uniforms in South Korea and Taiwan / are similar to Japanese ones. / The uniforms in Australia and the UK / look like ours too. / Many students wear jackets and ties. /

2-24 On the other hand, / school uniforms in Vietnam and Bhutan / look quite different from ours. / They are based / on the countries' traditional costumes. / How about in Malaysia? / Girls wear different kinds of school uniforms there. / Some girls show their skin, / but others do not. / It may be / because their religious backgrounds are different. /

スクリプト True or False
1. Schools in foreign countries do not have school uniforms.
2. School uniforms in Vietnam look quite different from our uniforms.

2-27 1. T / (F) 2. (T) / F

Grammar 原級を使った比較 → p.176

G-2 **as + 原級 + as ...** …と同じくらい～だ

Some uniforms are **as** fashionable **as** Japanese ones.

いくつかの制服は日本のものと 同じぐらい おしゃれです。

2-21
- 6 **Taiwan** [tàɪwɑ́ːn] 台湾
- 6 **be similar to ～** ～によく似ている
- 8 **look like ～** ～のように見える
- 10 **on the other hand** 一方（では）
- 10 **Vietnam** [vìːetnɑ́ːm] ベトナム
- 11 **Bhutan** [bùːtɑ́ːn] ブータン
- 11 **be based on ～** ～に基づいている
- 13 **Malaysia** [məléɪʒə, -ʃə] マレーシア

2-28 Check Up! 本文に関する質問に英語で答えなさい。

1. Are there school uniforms in foreign countries?
   — Yes , there are many different types of school uniforms in the world.
2. What do many students in Australia and the UK wear?
   — They wear jackets and ties .
3. What are school uniforms in Vietnam and Bhutan based on?
   — They are based on the countries' traditional costumes.

2-29 Sum Up! 空所に適切な語を選んで入れなさい。

There are many types of school uniforms in the world . Some are similar to Japanese ones. On the other hand, some look quite different . They are based on the countries' traditional costumes .

world / different / costumes / similar

2-30 Speak Out! ペアになって会話をしましょう。

A: There are many kinds of school uniforms in the world.

B: Which school uniform do you like? (see p.42)

A: I like the school uniform in (South Korea / the UK / Vietnam / Bhutan / Malaysia).

B: Why do you like it?

A: Because ＿＿＿＿＿＿.

(a) it's very cute (b) it's really cool (c) *Your idea*

スクリプト
A: There are many kinds of school uniforms in the world.
B: Which school uniform do you like?
A: I like the school uniform in South Korea.
B: Why do you like it?
A: Because it's very cute.

Part 3

2-31

What do students around the world think about school uniforms?

2-37 ポーズ読み（フレーズ） 2-38 ポーズ読み（文）

2-34 How many high schools/in foreign countries/have school uniforms? / A survey was carried out/in six countries. / [G-3] Three out of six countries/had a higher percentage / than Japan. / [G-3] South Korea had the highest percentage of all/with 97% (percent). / On the other hand,/the US had only 11%. /

2-35 Are you for/or against school uniforms? / Why?/ Some students are for school uniforms / because uniforms can increase/a sense of belonging to a school. / Others are against school uniforms / because uniforms cannot show their originality. /

2-36 How about you? / Do you like wearing school uniforms? / Why do you think so? /

2-32 percentage [pərséntɪdʒ] ㋐
percent [pərsént] ㋐

increase [ɪnkríːs]
sense [séns]
belong [bɪlɔ́(ː)ŋ]

originality [ərìdʒənǽləti] ㋐

2-39 1. T / (F)　2. (T) / F

スクリプト
True or False
1. In the survey, Japan had the highest percentage of all.
2. In the survey, the US had the lowest percentage of all.

Grammar 比較級・最上級を使った比較 →p.176

G-3 比較級 + than ... …よりも〜だ / the + 最上級 + of [in] ... …の中で最も〜だ

a. Three out of six countries had a **higher** percentage **than** Japan.
6か国中3か国は［日本よりも高い］割合でした。

b. South Korea had **the highest** percentage **of** all with 97%.
韓国は97パーセントで，すべての中で［最も高い］割合でした。

2-33
2 **carry out 〜** 〜を行う　3 ***A* out of *B*** *B*の内の*A*
7 **be for/against 〜** 〜に賛成である/反対である　9 **belong to 〜** 〜に所属する

3

2-40 Check Up! 本文に関する質問に英語で答えなさい。

1. How many countries had a higher percentage than Japan in the survey?
— Three out of six countries did.

2. Why are some students for school uniforms?
— Because school uniforms can increase a sense of belonging to a school.

3. Why are some students against school uniforms?
— Because school uniforms cannot show their originality .

2-41 Sum Up! 空所に適切な語を選んで入れなさい。

In a survey on schools with uniforms, three out of six countries had a higher percentage than Japan. Some students are for uniforms because uniforms can increase a sense of belonging to a school. Others are against uniforms because uniforms cannot show their originality.

against / percentage / for / belonging

2-42 Speak Out! ペアになって会話をしましょう。

A: Are you for or against school uniforms?
B: I am (for / against) them.
A: Why?
B: Because ______.

(a) uniforms can increase my sense of belonging to my school
(b) uniforms cannot show my originality
(c) *Your idea*

スクリプト
A: Are you for or against school uniforms?
B: I am for them.
A: Why?
B: Because uniforms can increase my sense of belonging to my school.

A: Are you for or against school uniforms?
B: I am against them.
A: Why?
B: Because uniforms cannot show my originality.

音読 Training！

本文の内容を思い出しながら，声に出して読みましょう。

Part 1

2-13 ポーズ読み（フレーズ） 2-14 ポーズ読み（文）

2-11 What do you wear / when you go to school every day? / Most of you will say, / "I wear my school uniform." / In fact, / most Japanese high schools and junior high schools / have school uniforms. /

2-12 Did you check the school uniform / when you chose your high school? / According to a survey, / half of students say / they did. / Before entering schools, / many students like to check / the uniforms of the schools. / A school uniform is an important reason / for choosing a school. / (80)

1回音読したら，塗りつぶしましょう。目指せ10回音読！



START ▶ 1 2 3 4 5 6 7 8 9 10 GOAL



あともう少し！



Part 2

2-25 ポーズ読み（フレーズ） 2-26 ポーズ読み（文）

2-22 Do you think / schools in foreign countries / have school uniforms? / Actually, / many of them have. / There are many different types of school uniforms / in the world. / Some uniforms are as fashionable / as Japanese ones. /

2-23 School uniforms in South Korea and Taiwan / are similar to Japanese ones. / The uniforms in Australia and the UK / look like ours too. / Many students wear jackets and ties. /

2-24 On the other hand, / school uniforms in Vietnam and Bhutan / look quite different from ours. / They are based / on the countries' traditional costumes. / How about in Malaysia? / Girls wear different kinds of school uniforms there. / Some girls show their skin, / but others do not. / It may be / because their religious backgrounds are different. / (116)

START ▶ 1 2 3 4 5 6 7 8 9 10 GOAL

Part 3

2-37 ポーズ読み（フレーズ） 2-38 ポーズ読み（文）

2-34 How many high schools / in foreign countries / have school uniforms? / A survey was carried out / in six countries. / Three out of six countries / had a higher percentage / than Japan. / South Korea had the highest percentage of all / with 97% (percent). / On the other hand, / the US had only 11%. /

2-35 Are you for / or against school uniforms? / Why? / Some students are for school uniforms / because uniforms can increase / a sense of belonging to a school. / Others are against school uniforms / because uniforms cannot show their originality. /

2-36 How about you? / Do you like wearing school uniforms? / Why do you think so? / (99)

START ▶ 1 2 3 4 5 6 7 8 9 10 GOAL

2-43 本文通し読み

Finish Up!

学校の制服についてまとめます。
本文の内容に合うように，空所に入る語を下から選んで書きなさい。

School Uniforms in the World

Japan	Most students ([1] wear) school uniforms every day. Half of high school students ([2] checked) the uniforms before entering schools.
South Korea Taiwan	School uniforms are ([3] similar) to Japanese ones.
Australia UK	Many students wear jackets and ([4] ties).
Vietnam Bhutan	School uniforms are based on the countries' traditional ([5] costumes).
Malaysia	Girls wear ([6] different) kinds of school uniforms.

For or Against School Uniforms

For	School uniforms can increase a sense of ([7] belonging) to a school.
Against	School uniforms cannot show students' ([8] originality).

belonging / checked / costumes / originality
different / similar / wear / ties

スクリプト
True or False

1. School uniforms in Taiwan are similar to Japanese ones.
2. Many students wear jackets and ties in Australia.
3. School uniforms in the UK are based on the countries' traditional costumes.
4. Some students are for school uniforms because uniforms cannot show students' originality.

2-44 1. (T) / F 2. (T) / F 3. T / (F) 4. T / (F)

Exercises

1 正しい英文になるように，（ ）内の適切な語を○で囲みなさい。 G-1

1. I want (playing / played / (to play)) tennis.
2. My dream is ((to travel) / travel / traveled) around the world.
3. Ken hopes (speak / (to speak) / spoke) English well.

2 日本文に合うように，（ ）に適切な語を書きなさい。 G-2

1. 私のバッグはあなたのものと同じくらい新しい。
   My bag is (as) (new) (as) yours.
2. 私は祖母と同じくらい早く起きます。
   I get up (as) (early) (as) my grandmother.

3 日本文に合うように，［ ］内の語を並べかえなさい。 G-3

1. 私は弟より背が高い。
   I [than / brother / am / my / taller] .
   I am taller than my brother .
2. 4つの季節の中で冬がいちばん寒い。
   Winter [of / the / seasons / coldest / is / the four] .
   Winter is the coldest of the four seasons .
3. これはこの図書館で最もおもしろい本です。
   This [most / is / in / book / the / interesting] this library.
   This is the most interesting book in this library.

By YourSELF!!

3 の1を参考に，比較級を使って文を書いてみよう！

I am stronger than my brother .

Sound Practice 1

2-45

まぎらわしい音

英語には，以下のようなまぎらわしい発音があります。

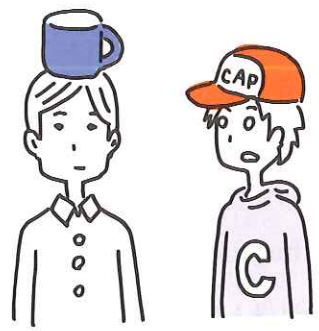
1. **cup — cap** [ʌ] — [æ]
   Pass me that cup. / Pass me that cap.

2. **live — leave** [ɪ] — [iː]
   To live in the city, I will leave here.

3. **hard — heard** [ɑːr] — [əːr]
   Tim heard Judy studied very hard.

4. **light — right** [l] — [r]
   Turn the light to the right.

5. **bus — bath** [s] — [θ]
   This bus goes to the public bath.



Exercises

2-46 **1** 聞こえたほうの語を○で囲みなさい。

(1) cut / cat　(2) sit / seat　(3) heart / hurt
(4) glass / grass　(5) mouse / mouth

2-47 **2** 3回目に聞こえたほうの語を（　　　）に書き入れなさい。

(1) cup – cap – (cup)
(2) live – leave – (leave)
(3) hard – heard – (heard)
(4) light – right – (light)
(5) bus – bath – (bath)

Sound Practice 2

2-48

強い音・弱い音

日本語では，すべての文字がほぼ同じ強さ・長さで発音されますが，
英語では，音の強弱でリズムをつけて発音されます。

日本語　よこはま　バナナ
English　Yo・ko・ha・ma　ba・na・na

英語では，文中の語がすべて同じ強さで発音されるわけではありません。
品詞によって強くはっきり発音される語と，弱く速く発音される語があります。

1. I'll **introduce Mary** and **Allen.**
   ※ Mary and Allen（メアリーさんとアレン君）のandはごく弱く発音され[n]の音しか聞こえなくなります。

2. **Mary ate** an **apple** and a **banana.**

3. **You** must **take** it from **John.**

強く発音される語　名詞・動詞・形容詞・副詞
弱く発音される語　冠詞・前置詞・接続詞・代名詞・助動詞・be動詞



Exercises

2-49 **1** 強く発音された部分を○で囲みなさい。

(1) or-ange　(2) gui-tar　(3) to-mor-row
(4) Sat-ur-day　(5) un-der-stand

2-50 **2** ほかの語より強く聞こえた語を○で囲みなさい。

Miki: Hello, John. How are you?
John: I'm fine, thanks. And you?
Miki: All right. Did you enjoy your vacation?
John: Yes. I stayed by the sea with my uncle for a month.
Miki: Oh, that sounds nice!

2-51

LESSON 4 Gorillas and Humans

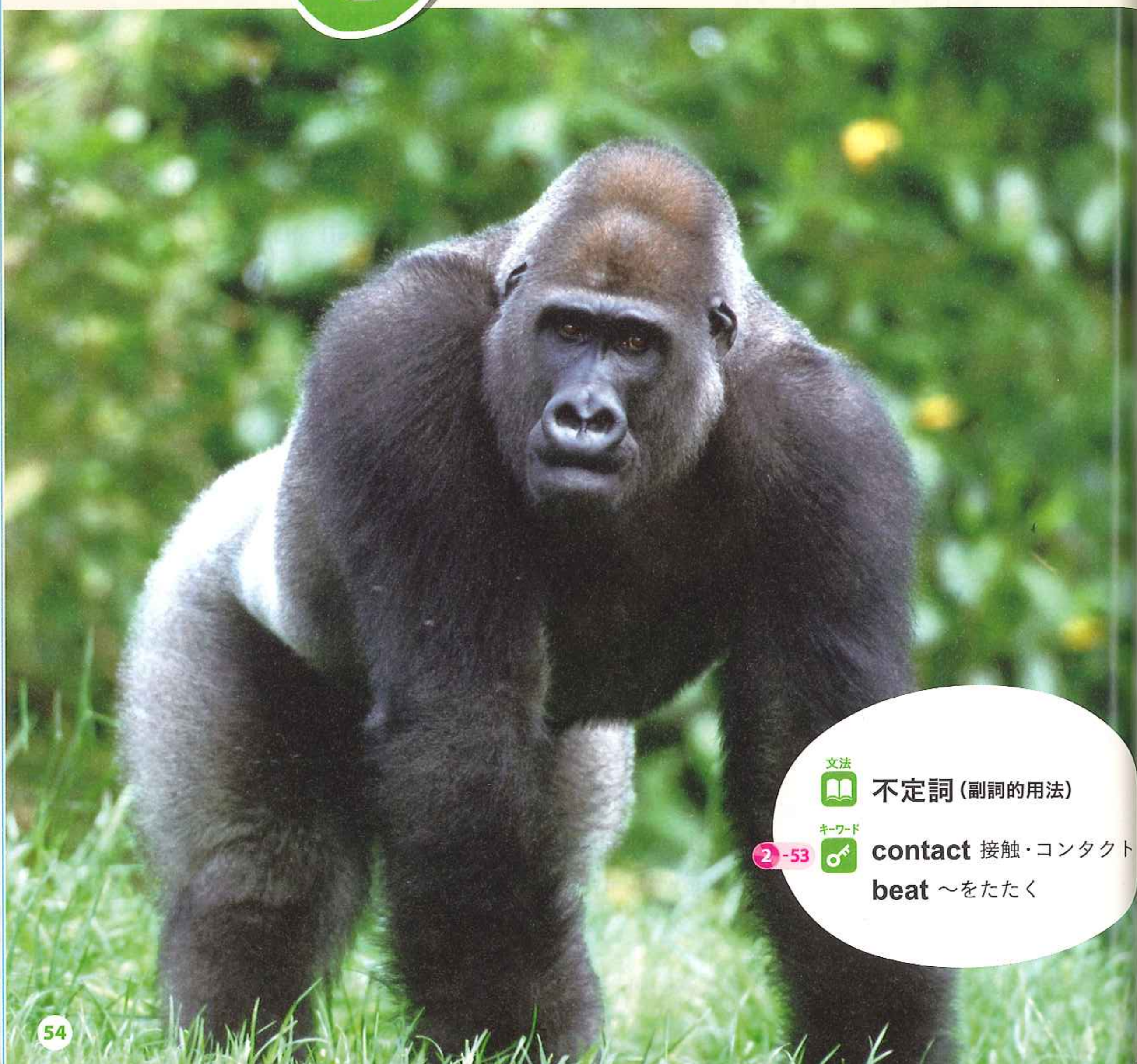


2-52

Part 1

What kinds of communication styles do gorillas have?

ゴリラはどのようなコミュニケーションの方法を持っているのでしょうか？



文法 不定詞（副詞的用法）

キーワード 2-53

contact 接触・コンタクト

beat ～をたたく

2-54

Part 2

Do gorillas fight with each other?

ゴリラはお互いにけんかするのでしょうか？



文法 不定詞（形容詞的用法）

キーワード 2-55

stare じっと見つめる

peaceful 平和的な

2-56

Part 3

What is happening to gorillas in Africa?

アフリカのゴリラには何が起こっているのでしょうか？



文法 It ～ to 不定詞の形式主語構文

キーワード 2-57

destroy ～を破壊する

extinct 絶滅した

2-58

Part 1 What kinds of communication styles do gorillas have?

2-63 ポーズ読み（フレーズ） 2-64 ポーズ読み（文）

2-59
- interviewer [íntərvjùːər]
- professor [prəfésər]
- expert [ékspəːrt] ア
- gorilla [gərílə] ア
- scary [skéəri] 発
- various [véəriəs] 発
- style [stáil]
- contact [ká(ː)ntækt]
- greet [gríːt]
- beat [bíːt]
- chest [tʃést]
- attention [əténʃən]
- excitement [iksáitmənt]
- warning [wɔ́ːrniŋ] 発
- smart [smáːrt]

2-61 *Interviewer*: Today, / we have an interview / with Professor Yamagiwa, / an expert on gorillas. / Professor Yamagiwa, / can you tell us about them? /

Prof. Yamagiwa: Sure. / Gorillas are very interesting animals. / You may think / they are big and scary animals, / but gorillas are similar to humans. /

2-62 *Interviewer*: Really? / How are they similar to us? /

Prof. Yamagiwa: They have various communication styles / like humans. / First, / they make eye contact / when they greet each other / or when they want to play. / Second, / they beat their chests / to catch others' attention, / (G-1) or give show excitement, / or give warnings. / In a sense, / gorillas are as smart as humans. /

Interviewer: How interesting! /



山極教授

スクリプト
True or False
1. We may think Gorillas are big and scary animals.
2. Gorillas make eye contact when they want to play.

2-65 1. (T) / F 2. (T) / F

Grammar 不定詞（副詞的用法） → p.177

G-1 **to + 動詞の原形** ～するために

They [= Gorillas] beat their chests **to catch** others' attention.

ゴリラはほかのゴリラの注意を 引くために 胸をたたきます。

2-60
1 **have an interview with ～** ～にインタビューする 4 **Prof.** ＝Professor
9 **make eye contact** 目を合わせる 10 **each other** お互い 12 **catch *one's* attention** ～の注意を引く
14 **in a sense** ある意味では

4

2-66 Check Up! 本文に関する質問に英語で答えなさい。

1. Are gorillas similar to humans?
   — Yes , they are .
2. How are gorillas similar to humans?
   — They have various communication styles like humans.
3. How do gorillas communicate with each other?
   — They make eye contact or beat their chests .

2-67 Sum Up! 空所に適切な語を選んで入れなさい。

Professor Yamagiwa is an expert on gorillas. Gorillas are big and look scary, but they are similar to humans. They have various communication styles like humans. They make eye contact with each other and beat their chests.

big / beat / contact / various

2-68 Speak Out! ペアになって会話をしましょう。

A: We have many ways of communication. If you are asked the way to the station in English, what will you do?
B: I will ＿＿＿＿＿＿. How about you?
A: I will ＿＿＿＿＿＿.

(a) try to speak English (b) use gestures
(c) draw a map (d) *Your idea*

スクリプト
A: We have many ways of communication. If you are asked the way to the station in English, what will you do?
B: I will try to speak English. How about you?
A: I will use gestures.

More Information

Information 1



ゴリラが生息する国々

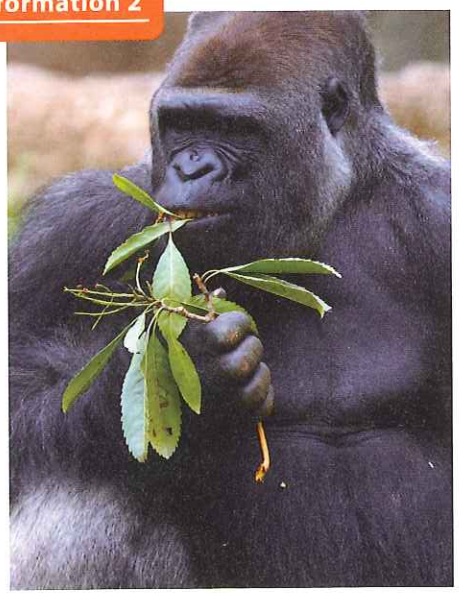
- ナイジェリア
- カメルーン
- 赤道ギニア
- ガボン
- ウガンダ
- コンゴ共和国
- 中央アフリカ
- コンゴ民主共和国
- ルワンダ
- アンゴラ

ゴリラの生息地

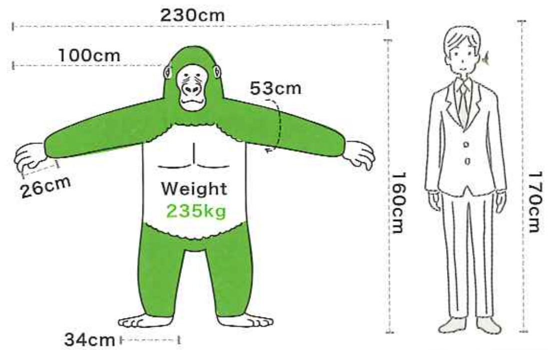


ゴリラは，アフリカの赤道直下にある熱帯雨林に生息している。１年中気温が高く，日本のような春夏秋冬はない。

Information 2

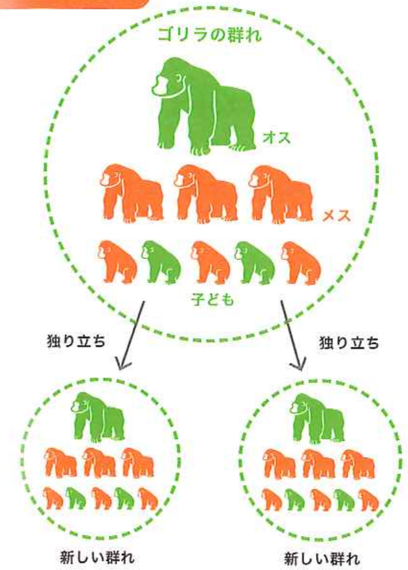


ゴリラ情報



平均寿命	食性
40 年前後	雑食。特に甘い果実を好む。
アピールポイント	
ゴリラの筋力は人間の12倍と言われる。握力は約400〜500kg。	

Information 3

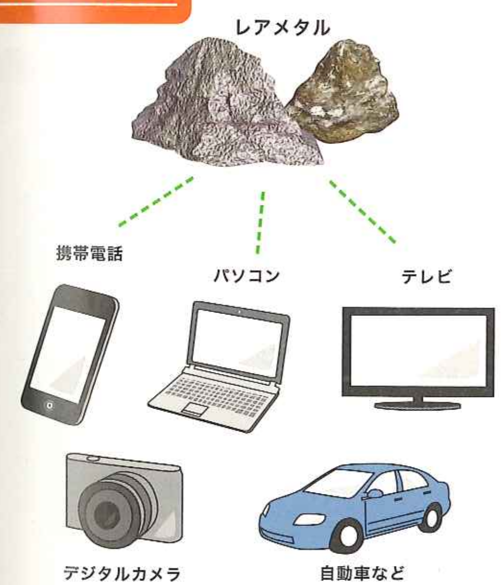


ゴリラの社会

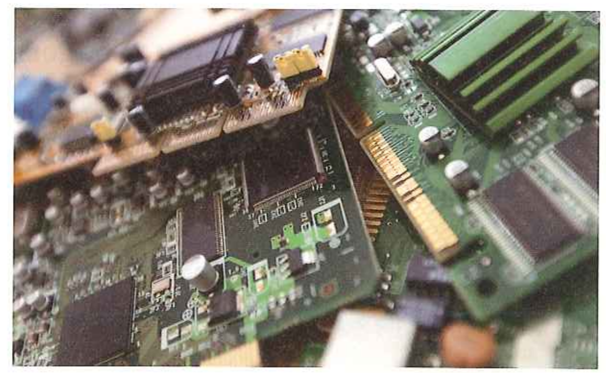


ゴリラは１頭のオスと数頭のメスや子どもで，10頭前後の群れを作って暮らしていることが多い。メスもオスも，大きくなると生まれ育った群れを出ていく。オスは単独で生活した後，数年後に自分の群れを作り，メスを誘い入れて生活する。

Information 4



レアメタル



レアメタル（希少金属）とは地球上に少量しか存在しない金属，あるいは経済的・技術的な理由で少量しか得られない金属のこと。携帯電話やパソコンなどの電子機器の製作にはなくてはならない材料である。

Part 2



2-69

Do gorillas fight with each other?

2-75 ポーズ読み（フレーズ） 2-76 ポーズ読み（文）

2-70 fight [fáɪt]

female [fíːmeɪl] 発
male [méɪl]
adult [ədʌ́lt]
stare [stéər] 発
angry [ǽŋgri]
role [róʊl] 発
unfortunately [ʌnfɔ́ːrtʃənətli] ア
force [fɔ́ːrs]
control [kəntróʊl] 発
solve [sɑ́(ː)lv]
peaceful [píːsfəl]

2-72 *Interviewer*: I have another question/to ask you. / Do gorillas fight/with each other?/ (G-2)

Prof. Yamagiwa: Yes,/they sometimes fight for food./ But other gorillas usually try/to stop the fight./

2-73 *Interviewer*: Who stops it?/

Prof. Yamagiwa: Female gorillas/or younger ones do./ They are smaller/than male adult gorillas./ The smaller gorillas use eye contact./ They stare at the fighting gorillas./ Then,/the angry gorillas move away/from each other./

2-74 *Interviewer*: So,/ the smaller gorillas play an important role,/don't they?/

Prof. Yamagiwa: That's right./ Unfortunately,/ we humans often use force/to control others./ That doesn't solve any problems./

Interviewer: So,/gorillas are very peaceful animals!/

スクリプト
True or False
1. Gorillas never fight with each other.
2. Female gorillas are smaller than male adult gorillas.

2-77 1. T / (F) 2. (T) / F

Grammar 不定詞（形容詞的用法） → p.177



G-2 *A* [名詞] + to + 動詞の原形 〜する（ための）*A*

I have another question **to ask** you.

私にはあなたに 尋ねる（ための） 質問がもう１つあります。

2-71 2 **fight with 〜** 〜とけんかする 4 **try to *do*** 〜しようとする 8 **stare at 〜** 〜をじっと見つめる 10 **move away from 〜** 〜から離れる 11 **play a role** 役割を果たす

2-78 Check Up! 本文に関する質問に英語で答えなさい。

1. Why do gorillas fight?
— They sometimes fight for food .

2. Who stops a fight?
— Female gorillas or younger ones do.

3. How do smaller gorillas stop a fight?
— They stare at the fighting gorillas.

2-79 Sum Up! 空所に適切な語を選んで入れなさい。

Gorillas sometimes fight for food, but female gorillas or younger ones usually stop the fight. They do not use force, but they use eye contact. They stare at the fighting gorillas and the fight stops. They are peaceful animals.

stare / eye / peaceful / stop

2-80 Speak Out! ペアになって会話をしましょう。

A : What do you do when you want to make up with your angry friends?
B : I would ＿＿＿＿＿＿＿＿. How about you?
A : I would ＿＿＿＿＿＿＿＿.

(a) say, "I'm sorry" (b) send an e-mail
(c) just smile (d) *Your idea*

make up with 〜 〜と仲直りする

スクリプト
A : What do you do when you want to make up with your angry friends?
B : I would say, "I'm sorry." How about you?
A : I would send an e-mail.

Part 3

2-81

What is happening to gorillas in Africa?

2-87 ポーズ読み（フレーズ） 2-88 ポーズ読み（文）

2-82
- decrease [diːkríːs]
- area [éəriə] ㊔
- less [lés]
- smartphone [smáːrtfòun]
- produce [prədjúːs]
- rare [réər]
- metal [métəl]
- destroy [dɪstrɔ́ɪ]
- living [lívɪŋ]
- extinct [ɪkstíŋkt]
- pleasure [pléʒər] ㊔

2-84 *Interviewer*: I hear/the number of gorillas is decreasing./

Prof. Yamagiwa: Yes,/in some areas,/the number of gorillas has become/less than half./

2-85 *Interviewer*: Why is the number decreasing/so fast?/

Prof. Yamagiwa: One of the reasons is/our smartphones and computers./Africa is an important area/for producing rare metals./ They are used/in our smartphones and computers./ To collect them,/ people are destroying/the living areas of gorillas/ in the forest./

2-86 *Interviewer*: I didn't know/gorillas are becoming extinct/because of our smartphones!/

Prof. Yamagiwa: It is important for us/to understand (G-3) that situation./ If we don't change it,/we won't see gorillas/in the near future./

Interviewer: I agree./Thank you very much,/Professor Yamagiwa./

Prof. Yamagiwa: My pleasure./

スクリプト True or False
1. The number of gorillas is increasing very fast.
2. Africa is an important area for producing our smartphones and computers.

1. T / (F)　2. T / (F)　2-89

Grammar　It ～ to不定詞の形式主語構文 →p.177

G-3 **It is＋形容詞＋(for A)＋to不定詞**　(Aが)～することは…である

It is important **for** us **to understand** that situation.

私たちがその状況を　理解することは　大切です。

2-83
- 3 **less than ～** ～より少ない
- 6 **Africa** [ǽfrɪkə] アフリカ
- 7 **rare metal** レアメタル (→p.59)
- 12 **because of ～** ～のために
- 15 **in the future** 将来は
- 18 **My pleasure.** どういたしまして。

2-90 Check Up!　本文に関する質問に英語で答えなさい。

1. What has happened to the gorillas in some areas?
— The (number) of gorillas has become less than (half).

2. Why are gorillas becoming extinct?
— Because people are destroying the living (areas) of gorillas to collect (rare) metals.

3. What do we have to do?
— We have to (understand) the situation and (change) it.

2-91 Sum Up!　空所に適切な語を選んで入れなさい。

Gorillas are becoming (extinct), because humans are (destroying) gorillas' forests for rare metals. Such metals are used in our (smartphones) and computers. If we don't change the (situation), we won't see gorillas in the near future.

situation / smartphones / extinct / destroying

2-92 Speak Out!　ペアになって会話をしましょう。

A: Many animals are becoming extinct. Can you give me an example?
B: Sure. (　　　　) are becoming extinct.
A: We must do something to help them.

(a) Polar bears　(b) Pandas
(c) Lions　(d) *Your idea*

polar bear ホッキョクグマ

スクリプト
A: Many animals are becoming extinct. Can you give me an example?
B: Sure. Polar bears are becoming extinct.
A: We must do something to help them.

音読 Training!

本文の内容を思い出しながら，声に出して読みましょう。

Part 1

2-63 ポーズ読み（フレーズ） 2-64 ポーズ読み（文）

2-61 I: Today, / we have an interview / with Professor Yamagiwa, / an expert on gorillas. / Professor Yamagiwa, / can you tell us about them? /

Y: Sure. / Gorillas are very interesting animals. / You may think / they are big and scary animals, / but gorillas are similar to humans. /

2-62 I: Really? / How are they similar to us? /

Y: They have various communication styles / like humans. / First, / they make eye contact / when they greet each other / or when they want to play. / Second, / they beat their chests / to catch others' attention, / show excitement, / or give warnings. / In a sense, / gorillas are as smart as humans. /

I: How interesting! / (96)

1回音読したら，塗りつぶしましょう。目指せ10回音読！



START ▶ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ GOAL



あともう少し！

Part 2

2-75 ポーズ読み（フレーズ） 2-76 ポーズ読み（文）

2-72 I: I have another question / to ask you. / Do gorillas fight / with each other? /

Y: Yes, / they sometimes fight for food. / But other gorillas usually try / to stop the fight. /

2-73 I: Who stops it? /

Y: Female gorillas / or younger ones do. / They are smaller / than male adult gorillas. / The smaller gorillas use eye contact. / They stare at the fighting gorillas. / Then, / the angry gorillas move away / from each other. /

2-74 I: So, / the smaller gorillas play an important role, / don't they? /

Y: That's right. / Unfortunately, / we humans often use force / to control others. / That doesn't solve any problems. /

I: So, / gorillas are very peaceful animals! / (97)

START ▶ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ GOAL

Part 3

2-87 ポーズ読み（フレーズ） 2-88 ポーズ読み（文）

2-84 I: I hear / the number of gorillas is decreasing. /

Y: Yes, / in some areas, / the number of gorillas has become / less than half. /

2-85 I: Why is the number decreasing / so fast? /

Y: One of the reasons is / our smartphones and computers. / Africa is an important area / for producing rare metals. / They are used / in our smartphones and computers. / To collect them, / people are destroying / the living areas of gorillas / in the forest. /

2-86 I: I didn't know / gorillas are becoming extinct / because of our smartphones! /

Y: It is important for us / to understand that situation. / If we don't change it, / we won't see gorillas / in the near future. /

I: I agree. / Thank you very much, / Professor Yamagiwa. /

Y: My pleasure. / (111)

2-93 本文通し読み

START ▶ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ GOAL

Finish Up!

山極教授への取材メモを作成します。
本文の内容に合うように，空所に入る語を下から選んで書きなさい。

Interview with Professor Yamagiwa

Similar to humans

- Gorillas have ([1] various) communication styles like humans.

Gorillas' communication styles

- Gorillas make eye ([2] contact) when they greet or when they want to play.
- Gorillas beat their chests to catch others' ([3] attention), show excitement, or give ([4] warnings).

How to stop fights

- ([5] Female) gorillas or younger ones use eye contact to stop fights.
- They do not use ([6] force) to stop fights.

What is happening to gorillas?

- The number of gorillas is ([7] decreasing).
- People are ([8] destroying) the living areas of gorillas to collect rare metals.

attention / force / various / female
decreasing / contact / warnings / destroying

スクリプト
True or False
1. Gorillas have more communication styles than humans.
2. Gorillas make eye contact when they give warnings.
3. Female or younger gorillas use eye contact when they stop fights.
4. People are destroying the living areas of gorillas to stop fights.

2-94 1. T / (F) 2. T / (F) 3. (T) / F 4. T / (F)

Exercises

1 （ ）に入れるのに最も適切な語句を，下から選んで書きなさい。 G-1

1. I study English very hard (to talk) with people all over the world.
2. Mark went to the library (to read) the book about Japanese history.
3. My sister went to university (to learn) science.

to learn / to read / to walk / to talk

2 次の英文と同じ用法の[to＋動詞の原形]を含む文を，下から2つ選んで記号で書きなさい。 G-2

I want something to drink. ((b)) ((d))

(a) I got up at six to make breakfast.
(b) I have no time to read books.
(c) I want to travel around the world.
(d) I have a lot of homework to do today.

3 日本文に合うように，（ ）に適切な語を書きなさい。 G-3

1. 私にとって，医者になるために一生懸命勉強することは大切です。
(It) is important (for) me (to) study hard to become a doctor.
2. 子どもたちがこの川で泳ぐのは危険です。
It is (dangerous) (for) children (to) swim in this river.

By YourSELF!!

3 を参考に，自分にとって実行するのが難しいことを表す文を書いてみよう！

It is difficult for me to become a doctor.

3-1

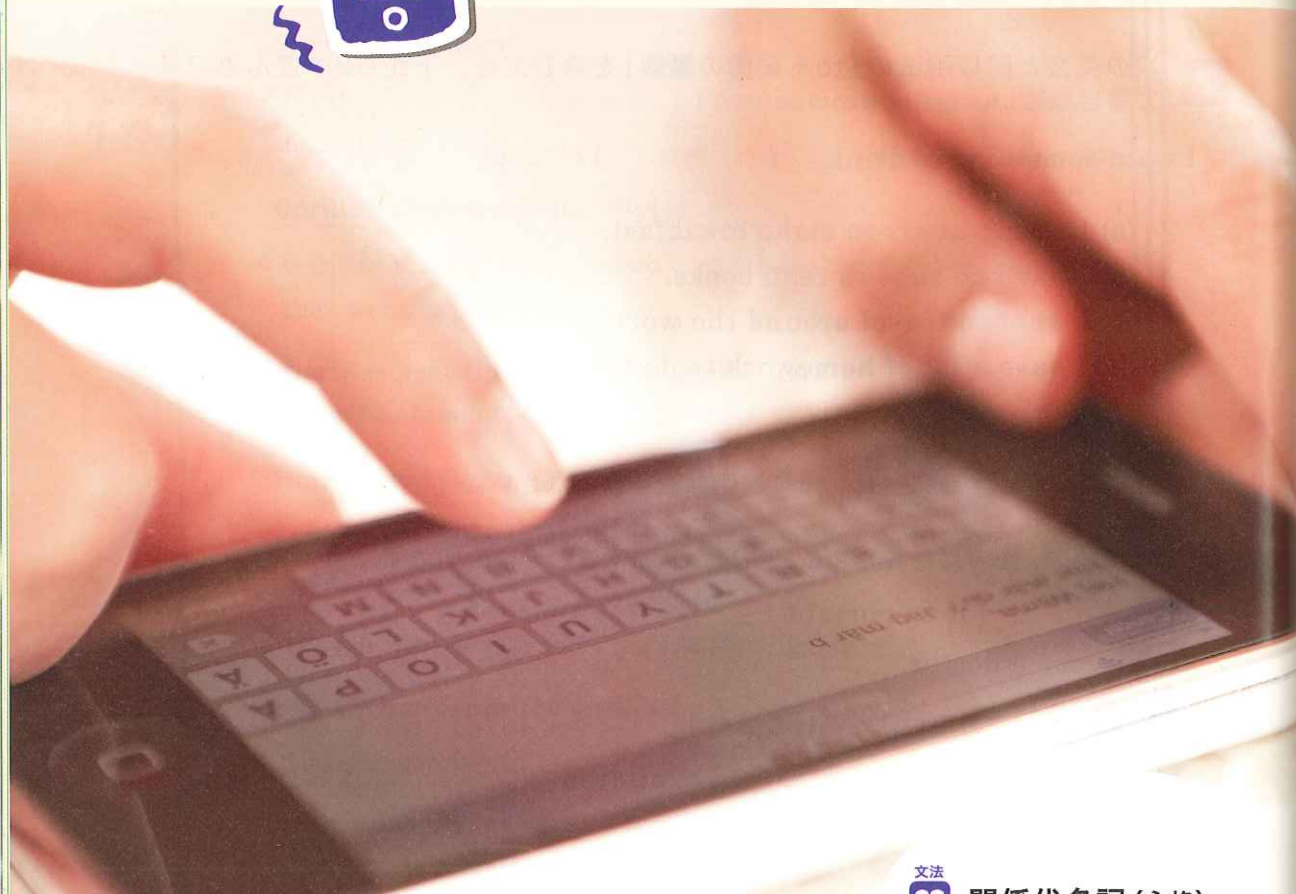
LESSON 5 "gr8" or great?

3-2

Part 1 What types of words are used in English e-mails?

英語のＥメールにはどのような言葉が使われているのでしょうか？





文法 関係代名詞（主格）

3-3 キーワード **text** 文字（情報）
creative 創造的な

3-4

Part 2 Are there any rules to make "secret codes"?

「秘密の暗号」を作るのに規則があるのでしょうか？



文法 関係代名詞（目的格）

3-5 キーワード **shorten** ～を短くする
phrase 句

3-6

Part 3 Why do young people use special types of words?

なぜ若者たちは特別な種類の言葉を使うのでしょうか？



文法 間接疑問文

3-7 キーワード **create** ～を作り出す
unity 一体（であること）

3-8

Part 4 Why are some adults worried about young people's language?

なぜ大人の中には若者たちの言語を心配している人もいるのでしょうか？



文法 It ～ that 節の形式主語構文

3-9 キーワード **influence** ～に影響を与える
worried 心配して

Part 1

3-10

What types of words are used in English e-mails?

3-16 ポーズ読み（フレーズ） 3-17 ポーズ読み（文）

3-11
recently [rí:səntli] 発
receive [rɪsí:v]
following [fá(:)louɪŋ]

3-13 G-1 Saki is a Japanese high school student/who came to the US. / Recently,/she received the following e-mail./ It says/that her friends are going to have/a welcome party for her. /

3-15

Hi Saki,
2night's party starts b4 7pm.
PLS wear a cool dress!
BTW, I heard UR a GUD singer.
We want 2 listen 2 UR song.
OK? CUL8R.
Cathy

secret [sí:krət]
code [kóud] 発
text [tékst]
language [læŋgwɪdʒ]
creative [kri(:)éɪtɪv]

3-14 Well,/did you understand Cathy's message?/ Many words in it/may look like "secret codes."/ However,/ these days,/ G-1 young people/who speak English/are using these "special" types of words/in text messages./ Do you think/their new language is cool/or creative?/

3-18 1. T / (F) 2. (T) / F

スクリプト
True or False
1. Saki is a high school student who came to the UK.
2. Many words in Cathy's message look like "secret codes."

Aが[物]の場合は，whoの代わりにwhichを使うんだよ。

Grammar 関係代名詞（主格） →p.178

G-1 *A* [人] + **who** + **V** Vする*A* [人]

Saki is a Japanese high school student **who** came to the US.

サキはアメリカに　やって来た　日本人の高校生です。

3-12 5 **Cathy** [kæθi] キャシー 7 **these days** 最近は

5

3-19 **Check Up!** 本文に関する質問に英語で答えなさい。

1. What did Saki recently receive?
— She received an e-mail.
2. What does Cathy's e-mail say?
— It says that Saki's friends are going to have a welcome party for her.
3. Who are using the "special" types of words in text messages?
— Young people who speak English are.

3-20 **Sum Up!** 空所に適切な語を選んで入れなさい。

Recently, Saki received an e-mail about her welcome party in the US. It had a lot of "special" types of words. Young people who speak English are using them in text messages. Do you think they are cool or creative?

who / text / special / recently / creative

3-21 **Speak Out!** ペアになって会話をしましょう。

A : What do you think about the new types of words?
B : Well, I think ______. How about you?
A : I think ______.

(a) they're cool　(b) they're creative
(c) they're difficult to read　(d) *Your idea*

スクリプト
A : What do you think about the new types of words?
B : Well, I think they're cool. How about you?
A : I think they're creative.

Part 2 3-22 Are there any rules to make "secret codes"?

3-27 ポーズ読み（フレーズ） 3-28 ポーズ読み（文）

3-23
- **shorten** [ʃɔ́ːrtən]
- **original** [ərídʒənəl]
- **rule** [rúːl]
- **single** [síŋgl]
- **pronunciation** [prənʌ̀nsiéiʃən] ㊎
- **combination** [kɑ̀(ː)mbənéiʃən]
- **omit** [oumít, ə-]
- **vowel** [váuəl] ㊎
- **phrase** [fréiz]

3-25 These "secret codes" are made/by shortening the original words./There are a few rules/to make them./ First,/use a single letter or a number/to stand for a word./ For example,/"b" is used for "be,"/and "2" for "to."/ They have the same pronunciation./ You can use letters and numbers/in combination,/too./So,/"b4" is used for "before,"/ and "cul8r"/for "See you later."/

3-26 Second,/omit vowels in a word./ For example,/ "please" becomes "pls."/Third,/use the first letters of words/in a phrase./ So,/"BTW" stands for "by the way."/ Now/the G-2 "secret codes"/which you found in Cathy's e-mail/are no longer secret./

スクリプト
True or False
1. There are no rules to make the "secret codes."
2. "BTW" stands for "between."

3-29 1. T / (F) 2. T / (F)

Aが[人]の場合は, whichの代わりにwhomかwhoを使うんだよ。

Grammar 関係代名詞(目的格) →p.178

G-2 *A*[物]＋which＋S＋V SがVする*A*[物]

The "secret codes" which you found in Cathy's e-mail are no longer secret.

キャシーのＥメールで あなたが見つけた 「秘密の暗号」はもう秘密ではありません。

3-24
3 **stand for ～** ～を表す　6 **in combination** 組み合わせて　7 **See you later.** じゃあまたね。
10 **by the way** ところで　12 **no longer** もう～ない

3-30 Check Up! 本文に関する質問に英語で答えなさい。

1. How are the "secret codes" made?
— They are made by shortening the original words.

2. Why is "2" used for "to"?
— Because "2" and "to" have the same pronunciation.

3. What does "BTW" stand for?
— It stands for " by the way ."

3-31 Sum Up! 空所に適切な語を選んで入れなさい。

The "secret codes" are made by shortening the original words. There are a few rules . First, use a single letter or a number to stand for a word. Second, omit vowels in a word. Third, use the first letters of words in a phrase .

omit / shortening / stand / rules / phrase

3-32 Speak Out! ペアになって会話をしましょう。

A: Let's read Cathy's e-mail on page 70 together.
B: OK, let's try!
A & B: It reads: Hi Saki, ___ party starts ___ 7pm. ___ wear a cool dress! ___ ___ ___, I heard ___ ___ a ___ singer. We want ___ listen ___ ___ song. OK? ___ ___ ___.

スクリプト
A : Let's read Cathy's e-mail on page 70 together.
B : OK, let's try!
A & B : It reads: Hi Saki, tonight's party starts before 7pm. Please wear a cool dress!
By the way, I heard you are a good singer. We want to listen to your song.
OK? See you later.

More Information



Information 1 英語の省略語

ルール 1 単語を表す1つの文字や数字を用いる

b → be **c** → see **2** → to **UR** → you are / your

文字と数字を組み合わせて用いることもできる

b4 → before **gr8** → great **cul8r** → see you later

ルール 2 単語の中の母音を省略する

pls → please **plc** → place **wr** → were
thr → their **smmr** → summer

ルール 3 単語の最初の文字を用いる

BTW → by the way **ASAP** → as soon as possible (できるだけ早く)
CWOT → complete waste of time (まったくの時間のむだ)
NY → New York **BF / GF** → boy [best] friend / girl friend
FTF → face to face **IL** → I love

読んでみよう！



初級 How R U ?

中級 I had a 1derful time 2day.

上級 Do U hv tm 2moro? I want 2 go c a movie with u.

Information 2 エモティコン（顔文字）

エモティコンの歴史

英語圏のメールでは，省略語のほかにエモティコン(emoticon)も使われる。日本でいうところの顔文字である。
最初のemoticonは，1982年にIBM社のスコット・ファールマンが作成したものとされている。ファールマンは，文字だけのやり取りでの誤解を防ぐために顔文字を使うことを提案した。



日本での顔文字の誕生

現在確認されている日本での最初の顔文字は，1986年6月にパソコンの電子掲示板に投稿された(＾_＾)だといわれている。



日本と英語圏の顔文字比較

英語圏の顔文字は，日本のものとは異なり，横向きである。また，日本では「目」にあたる記号を変化させることで感情を表現するが，英語圏では「口」にあたる記号を変化させることで感情を表現する。

	Smiling (ほほえみ)	Wink (ウィンク)	Happy (うれしい)	Sad (悲しい)	Surprised (驚いた)	Laughing (笑い)
英語圏	:-)	;-)	:-D	:-(	:-O	XD
日本	(^_^)	(-_<)	(^O^)	(>_<)	(°O °)	(≧▽≦)

Part 3

3-33

Why do young people use special types of words?

3-38 ポーズ読み（フレーズ） 3-39 ポーズ読み（文）

3-34 quickly [kwíkli]

create [kri(:)éit] 発
unity [jú:nəti]
close(形) [klóus] 発

simply [símpli]

forever [fərévər]

death [déθ] 発

G-3

3-36 Do you know/why young people use/these special types of words?/First,/by shortening words,/you can write an e-mail/more quickly./ Second,/you can create a sense of unity/by using these "secret codes."/ Only close friends/can easily understand the codes./ Third,/it may simply be fun/to play with the special types of words./ One person may make words shorter/like "BF."/ Then,/another person may make those words longer/like this:/

3-37

- BF (best friend)
- BFF (best friends forever)
- BFFL (best friends for life)
- BFFLD (best friends for life and death)

Making and reading these codes/is great fun./

スクリプト
True or False
1. You can write an e-mail more quickly by shortening words.
2. Even close friends cannot understand the "secret codes."

3-40 1. (T) / F 2. T / (F)

Grammar 間接疑問文 →p.179

G-3 **S + V + why ~** Sはなぜ～かVする

Do you **know why** young people use these special types of words?

あなたは なぜ 若者たちがこれらの特別な種類の言葉を使う のかを知って いますか。

3-35 7 **make + O + C** OをCにする 12 **for life** 一生の

5

3-41 Check Up! 本文に関する質問に英語で答えなさい。

1. What is the first thing we can do by shortening words?
   — We can write an e-mail more quickly .
2. What can we create by using the "secret codes"?
   — We can create a sense of unity.
3. What is the third reason for using the special types of words?
   — It may simply be fun to play with them.

3-42 Sum Up! 空所に適切な語を選んで入れなさい。

Young people use the special types of words for three reasons . First, you can write an e-mail more quickly. Second, you can create a sense of unity among close friends. Third, it may simply be fun to play with the words.

create / reasons / more / unity / simply

3-43 Speak Out! ペアになって会話をしましょう。

A : Let's make our own "secret codes" by using three letters of the alphabet.
B : OK. That sounds fun!
A : How about ______ ? It stands for ______ .
B : Good! How about ______ ? It stands for ______ .

alphabet アルファベット

スクリプト
A : Let's make our own "secret codes" by using three letters of the alphabet.
B : OK. That sounds fun!
A : How about BFA? It stands for best friends always.
B : Good! How about LMA? It stands for let's meet again.

Part 4

3-44

Why are some adults worried about young people's language?

3-50 ポーズ読み（フレーズ） 3-51 ポーズ読み（文）

3-45
- clear [klíər]
- influence [ínfluəns] 名
- daily [déɪli]
- essay [ései]
- holiday [hɑ́(:)lədèɪ]
- puzzle [pʌ́zl]

3-47 G-4 It is clear / that these new types of words / are influencing daily English. / For example, / young people often say, / "OMG!" / for "Oh my God!" / in daily conversation. / Here is another good example. / A 13-year-old girl in the UK / wrote an essay / on her summer holidays. / Her teacher was very puzzled by it. / It reads: /

3-49

My smmr holidays wr CWOT.

We went 2 NY 2c my bro, his GF & thr 3 dogs FTF.

IL NY, it's a gr8 plc…

Can you read it? /

- worried [wə́:rid]
- effect [ɪfékt]
- education [èdʒəkéɪʃən]

3-48 Some adults are worried / about these special types of words. / Such words may have a bad effect / on their children's education. / However, / others don't think so / because language is changing / all the time. / Well, / what do you think? /

3-52 1. (T) / F　2. T / (F)

スクリプト True or False
1. A 13-year-old girl's essay puzzled her teacher.
2. All adults are worried about the special types of words.

Grammar　It ～ that 節の形式主語構文 →p.179

G-4 **It is + 形容詞 + that + S + V**　S が V することは～だ

It is clear **that** these new types of words are influencing daily English.

これらの新しい種類の言葉が日常の英語に影響を与えている ことは明らかです 。

3-46
- 3 **Oh my God!** なんてこった！
- 6 **be puzzled by ～** ～に困惑する
- 9 **be worried about ～** ～について心配している
- 10 **have an effect on ～** ～に影響を与える
- 12 **all the time** 常に

5

3-53 Check Up!　本文に関する質問に英語で答えなさい。

1. What are the new types of words influencing?
   — They are influencing daily English.
2. Why are some adults worried about the special types of words?
   — Because they think such words may have a bad effect on their children's education.
3. Why aren't others worried about the special types of words?
   — Because language is changing all the time.

3-54 Sum Up!　空所に適切な語を選んで入れなさい。

The new types of words are influencing daily English. Some adults are worried about such words. They think they may have a bad effect on their children's education. However, others don't think so because language is changing all the time.

worried / education / influencing / time / bad

3-55 Speak Out!　ペアになって会話をしましょう。

A: Are you worried about these special types of words?
B: Yes, I am. / No, I'm not.
A: Why? / Why not?
B: Because ＿＿＿＿＿＿＿＿.

(a) such words may have a bad effect on children's education
(b) language is changing all the time
(c) *Your idea*

スクリプト
A: Are you worried about these special types of words?
B: Yes, I am.
A: Why?
B: Because such words may have a bad effect on children's education.

A: Are you worried about these special types of words?
B: No, I'm not.
A: Why not?
B: Because language is changing all the time.

音読 Training!

Part 1

3-16 ポーズ読み（フレーズ） 3-17 ポーズ読み（文）

3-13 Saki is a Japanese high school student / who came to the US. / Recently, / she received the following e-mail. / It says / that her friends are going to have / a welcome party for her. /

> Hi Saki, 3-15
> 2night's party starts b4 7pm.
> PLS wear a cool dress!
> BTW, I heard UR a GUD singer.
> We want 2 listen 2 UR song.
> OK? CUL8R.
> Cathy

3-14 Well, / did you understand Cathy's message? / Many words in it / may look like "secret codes." / However, / these days, / young people / who speak English / are using these "special" types of words / in text messages. / Do you think / their new language is cool / or creative? / (75)

START ▶ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ GOAL

Part 2

3-27 ポーズ読み（フレーズ） 3-28 ポーズ読み（文）

3-25 These "secret codes" are made / by shortening the original words. / There are a few rules / to make them. / First, / use a single letter or a number / to stand for a word. / For example, / "b" is used for "be," / and "2" for "to." / They have the same pronunciation. / You can use letters and numbers / in combination, / too. / So, / "b4" is used for "before," / and "cul8r" / for "See you later." /

3-26 Second, / omit vowels in a word. / For example, / "please" becomes "pls." / Third, / use the first letters of words / in a phrase. / So, / "BTW" stands for "by the way." / Now / the "secret codes" / which you found in Cathy's e-mail / are no longer secret. / (110)

START ▶ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ GOAL

Part 3

3-38 ポーズ読み（フレーズ） 3-39 ポーズ読み（文）

3-36 Do you know / why young people use / these special types of words? / First, / by shortening words, / you can write an e-mail / more quickly. / Second, / you can create a sense of unity / by using these "secret codes." / Only close friends / can easily understand the codes. / Third, / it may simply be fun / to play with the special types of words. / One person may make words shorter / like "BF." / Then, / another person may make those words longer / like this: /

> BF (best friend) 3-37
> BFF (best friends forever)
> BFFL (best friends for life)
> BFFLD (best friends for life and death)

Making and reading these codes / is great fun. / (84)

START ▶ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ GOAL

Part 4

3-50 ポーズ読み（フレーズ） 3-51 ポーズ読み（文）

3-47 It is clear / that these new types of words / are influencing daily English. / For example, / young people often say, / "OMG!" / for "Oh my God!" / in daily conversation. / Here is another good example. / A 13-year-old girl in the UK / wrote an essay / on her summer holidays. / Her teacher was very puzzled by it. / It reads: /

> My smmr holidays wr CWOT. 3-49
> We went 2 NY 2c my bro, his GF & thr 3 dogs FTF.
> IL NY, it's a gr8 plc...

Can you read it? /

3-48 Some adults are worried / about these special types of words. / Such words may have a bad effect / on their children's education. / However, / others don't think so / because language is changing / all the time. / Well, / what do you think? / (96)

3-56 本文通し読み

START ▶ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ GOAL

Finish Up!

英語の省略語についてまとめます。
本文の内容に合うように，空所に入る語を下から選んで書きなさい。

New Types of Words

How do young people make new types of words?

Rule 1 Use a single ([1] letter) or a number with the same pronunciation to stand for a word.

2 → to　**b4** → ([2] before)

Rule 2 Omit ([3] vowels) in a word.

plc → place　**pls** → ([4] please)

Rule 3 Use the ([5] first) letters of words in a phrase.

ASAP → as soon as possible　**BTW** → ([6] by the way)

Why do young people use new types of words?

Reason 1 You can write an e-mail more ([7] quickly).

Reason 2 You can create a sense of ([8] unity).

Reason 3 It may simply be ([9] fun).

unity / quickly / letter / fun / by the way
first / vowels / please / before

スクリプト True or False 3-57　1. T / (F)　2. T / (F)　3. (T) / F　4. (T) / F

1. The first rule is to use a single letter or a number with a different pronunciation.
2. According to the second rule, "pls" stands for "place."
3. The third rule is to use the first letters of words in a phrase.
4. Young people use new types of words because they can create a sense of unity.

Exercises

1 英文に [ ] 内の語を入れるとき，最も適する位置の記号を塗りつぶしなさい。G-1 G-2

1. I ㋐ know ㋑ the girl ㋒ is ㋓ swimming ㋔ over there. [who]
2. The book ㋐ is ㋑ on ㋒ the table ㋓ is ㋔ mine. [which]
3. This ㋐ is ㋑ the pen ㋒ I ㋓ like ㋔ the best. [which]

2 日本文に合うように，[ ] 内の語を並べかえなさい。G-3

1. あなたはだれがこの窓を壊したか知っていますか。
   Do [know / who / you / broke] the window?
   Do you know who broke the window?
2. なぜあなたが私に怒っているのかわかりません。
   I don't [angry / you / why / understand / are] with me.
   I don't understand why you are angry with me.

3 次の英文を日本文に直しなさい。G-4

1. It is important that you study English.
   あなたが英語を勉強することは大切だ。
2. It is clear that her answer is wrong.
   彼女の答えが間違っていることは明確だ。

By YourSELF!!

3 の 1 を参考に，自分にとって大切なことを表す文を書いてみよう！

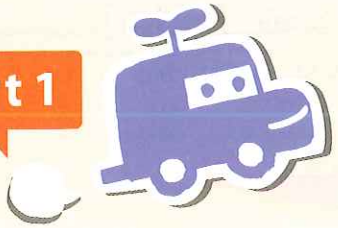
It is important that I learn math.

4-1

LESSON 6
Biodiesel Adventure

4-2

Part 1



Why did Shusei begin a journey around the world?

周生さんはなぜ世界一周の旅を始めたのでしょうか？





山田周生さん

文法 過去分詞の形容詞的用法

4-3 キーワード
eco-friendly 環境に優しい
journey 旅

4-4

Part 2

How did people help Shusei in the US?

アメリカでは人々はどのように周生さんを助けたのでしょうか？



文法 現在分詞の形容詞的用法

4-5 キーワード
refuse ～を断る
project 計画

4-6

Part 3

What countries did Shusei visit after he began his journey again?

旅を再開したあと，周生さんはどのような国を訪れたのでしょうか？



文法 過去完了形（完了）

4-7 キーワード
temperature 気温
freeze 凍る

4-8

Part 4

What did Shusei learn from his adventure?

周生さんは冒険から何を学んだのでしょうか？



文法 関係代名詞 what

4-9 キーワード
kindness 親切
effort 努力

Part 1  4-10 Why did Shusei begin a journey around the world?

4-16 ポーズ読み（フレーズ） 4-17 ポーズ読み（文）

4-11
photojournalist [fòutoudʒə́ːrnəlɪst]
drove [dróuv] < drive
eco-friendly [ìːkoufréndli]
oil [ɔ́ɪl]
biodiesel [báɪoudìːzəl]
fuel [fjúːəl]

4-13 I am Shusei Yamada,/a photojournalist. / I drove (G-1) around the world/with an eco-friendly car/named "Vasco-5."/ The car runs on vegetable oil./ It carries a machine/which makes biodiesel fuel./ That machine can make/used vegetable oil/into biodiesel fuel./

purpose [pə́ːrpəs] ㊑
adventure [ədvéntʃər]
examine [ɪgzǽmɪn]

waste [wéɪst] ㊑
communicate [kəmjúːnɪkèɪt] ㋐

4-14 There were two purposes/of this adventure. / One purpose was/to examine/how far I could go/with only waste oil. / The other purpose was/to communicate with people around the world/about biodiesel fuel./

journey [dʒə́ːrni]

4-15 Before beginning my journey,/I was worried/about one thing./ I was not sure/that Vasco-5 could use/all kinds of vegetable oils/in the world. / But some people say/the only way to learn/is "by doing."/ So,/I started my journey in Tokyo/on December 5th,/2007./

4-18 1. (T) / F　2. T / (F)

スクリプト
True or False
1. Shusei has two purposes on his adventure.
2. Shusei wanted to communicate with people about world peace.

Grammar 過去分詞の形容詞的用法 → p.180 

G-1 A [名詞] + 過去分詞... 〜される[された] A

I drove around the world with <u>an eco-friendly car</u> <u>named</u> "Vasco-5."

私は「バスコファイブ号」と　名付けられた　環境に優しい車と共に世界中をドライブしました。

4-12
3 **Vasco-5** [váːskoufáɪv] バスコファイブ号　3 **run on 〜** 〜で働く
4 **biodiesel fuel** バイオディーゼル燃料（生物に由来する油から作られるディーゼルエンジン用燃料）
5 **make *A* into *B*** *A*[材料]を*B*[製品]に加工する　11 **be sure that 〜** 〜ということを確信している

4-19 Check Up! 本文に関する質問に英語で答えなさい。

1. What did Shusei do?
— He　drove　around the world　with　an eco-friendly car.

2. What kind of oil does Vasco-5 run on?
—　It　runs on　vegetable　oil.

3. When did Shusei start his journey?
— He　started　it on　December　5th, 2007.

4-20 Sum Up! 空所に適切な語を選んで入れなさい。

Shusei Yamada drove around the world with an　eco-friendly　car named Vasco-5. It　runs　on vegetable oil. He had two　purposes　for his adventure. He　started　his　journey　in Tokyo on December 5th, 2007.

runs / eco-friendly / started / purposes / journey

4-21 Speak Out! ペアになって会話をしましょう。

A : Are there any eco-friendly activities that you usually do?
B : Yes, I usually ________________. How about you?
A : I usually ________________.

(a) turn off the light when I'm not using it
(b) recycle plastic bottles
(c) *Your idea*

スクリプト
A : Are there any eco-friendly activities that you usually do?
B : Yes, I usually turn off the light when I'm not using it. How about you?
A : I usually recycle plastic bottles.

4-22

Part 2 How did people help Shusei in the US?

4-27 ポーズ読み（フレーズ） 4-28 ポーズ読み（文）

4-25 My first city was Vancouver,/Canada./ I asked for waste oil/in many places./ At first,/my requests were often refused./ That was because people did not know/about biodiesel fuel./ I was very disappointed./ However,/after people heard about my project,/they started bringing me waste oil./

4-26 A month later,/I left for the US./ Many people helped me/on my journey./ Some people sent e-mails/ to their friends/about my project./ They were waiting for me/with waste oil./ In San Francisco,/people even held/a welcome party for me./ I finally arrived in Washington, D.C./on April 19th./ Then,/I (G-2) got on a ferry/heading for Europe./

4-23
- request [rɪkwést]
- refuse [rɪfjú:z]
- disappointed [dìsəpɔ́ɪntɪd]
- project [prá(:)dʒekt]
- sent [sént] < send
- finally [fáɪnəli]
- ferry [féri]
- head [héd]

4-29 1. T / (F) 2. (T) / F

スクリプト
True or False
1. In Vancouver, people did not bring Shusei any waste oil.
2. Shusei arrived in Washington, D.C. after he visited San Francisco.

Grammar 現在分詞の形容詞的用法 → p.180

G-2 A［名詞］＋現在分詞 ... 〜している［する］A

I got on a ferry **heading** for Europe.

私はヨーロッパへ（向かう）フェリーに乗りました。

4-24
1 **Vancouver** [vænkú:vər] バンクーバー　1 **Canada** [kǽnədə] カナダ　1 **ask for 〜** 〜を求める
2 **at first** 最初は　7 **leave for 〜** 〜に向けて出発する　9 **wait for 〜** 〜を待つ
10 **San Francisco** [sæn frənsískou] サンフランシスコ　11 **arrive in 〜** 〜に到着する
12 **Washington, D.C.** [wá(:)ʃɪŋtən dì:sí:] ワシントンDC（アメリカの首都）
12 **get on 〜** 〜に乗る　13 **head for 〜** 〜に向かう

4-30 Check Up! 本文に関する質問に英語で答えなさい。

1. Which city did Shusei visit first?
   — (He) visited (Vancouver), Canada first.
2. Why was Shusei disappointed in Vancouver?
   — (Because) his (requests) were often refused.
3. What did people in San Francisco do for Shusei?
   — (They) held a welcome (party) for him.

4-31 Sum Up! 空所に適切な語を選んで入れなさい。

He first visited Canada. He was (disappointed) because his requests were often (refused). However, after people heard about his (project), they began bringing him (waste) oil. In San Francisco, people even (held) a welcome party for him.

waste / held / project / disappointed / refused

4-32 Speak Out! ペアになって会話をしましょう。

A: What would you like to do for Shusei?
B: I would like to ______. How about you?
A: I would like to ______.

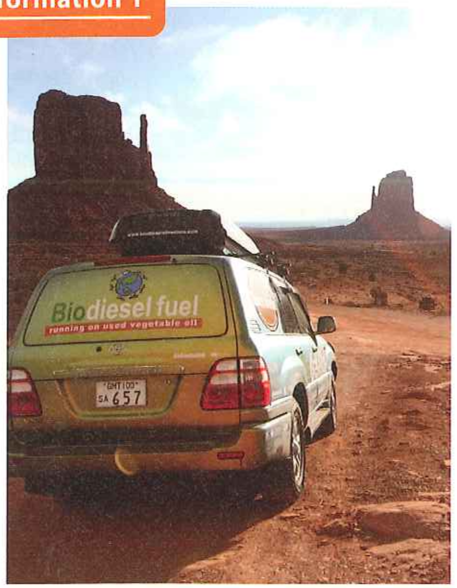
(a) bring him waste oil
(b) invite him to my house
(c) *Your idea*

スクリプト
A: What would you like to do for Shusei?
B: I would like to bring him waste oil. How about you?
A: I would like to invite him to my house.

More Information

LESSON 6 Biodiesel Adventure

Information 1

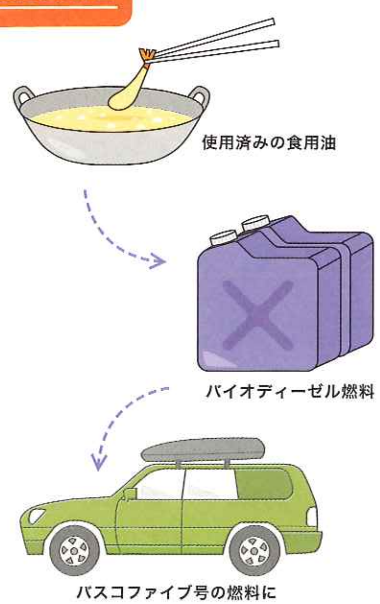


山田周生さん

山田周生さんは1957年生まれのフォトジャーナリスト。世界中を旅する中で，地球環境の変化や異変などを肌で感じるようになった。自然との共生を考え始めた周生さんは，2007年12月5日にバイオディーゼル車「バスコファイブ号」での世界一周旅行に出発し，2008年12月1日に帰国した。2011年の東日本大震災後は，被災地でさまざまな支援活動を行いながら，バスコファイブ号で日本中を巡り，環境活動に関する講演を行っている。



Information 2



バイオディーゼル燃料



バイオディーゼル燃料とは，菜種油や大豆油などの植物油（食用油）を原料とするディーゼルエンジン用燃料のこと。使用済みの食用油などからリサイクルされ，有害物質の排出も少ないことから，環境に優しい燃料として注目されている。

Information 3

周生さんの世界一周旅行



全走行距離	47,852km
全期間	360日
地球一周スタート	2007年12月5日
地球一周ゴール	2008年12月1日

Information 4





バスコファイブ号

世界にはバイオディーゼル燃料を給油できるガソリンスタンドはまだ少ない。そのために開発されたのがバスコファイブ号である。バスコファイブ号には小型の精製プラント（バイオディーゼル燃料を作り出す機械）が搭載されている。また，水を使わずに燃料を精製できるので，世界中どこでも燃料を作り出すことが可能である。
周生さんはまったくの素人ながら，50人以上の専門家に意見を聞き，10か月をかけてバスコファイブ号を完成させた。



Part 3 4-33 What countries did Shusei visit after he began his journey again?



4-39 ポーズ読み（フレーズ） 4-40 ポーズ読み（文）

4-36 In June,/ my journey began again/in Lisbon,/ Portugal./ I drove Vasco-5/through Spain/to the Sahara Desert in Africa./ There,/the temperature got to/52℃ (degrees Celsius)./However,/Vasco-5 was able to run/without any problem./

4-37 Then I visited some European countries./ Finally,/ I arrived in the last country/on my journey,/Russia,/ in September./ It was very cold there./ Even in the daytime,/the temperature was/below 0℃./ G-3 People brought me their oil,/but it had often frozen./ So,/I had to heat the oil/before using it./

4-38 On December 1st,/2008,/we came back to Tokyo./ It took me almost one year/to drive/47,852 km (kilometers)/around the world./

4-34
- desert [dézərt] ㋐
- temperature [témpərətʃər] ㋐
- degree [dɪgríː] ㋐
- daytime [déɪtàɪm]
- below [bɪlóu]
- frozen [fróuzən]
- < freeze [fríːz]
- heat [hiːt]
- kilometer [kəlá(ː)mətər] ㋐

スクリプト
True or False
1. Vasco-5 had some problems in the Sahara Desert.
2. Russia was the last country on Shusei's journey.

4-41 1. T / (F) 2. (T) / F

現在完了形と同じように，「継続」や「経験」の意味を表すこともあるよ。



Grammar 過去完了形（完了） → p.181

G-3 **had＋動詞の過去分詞** （過去のある時点までに）～して（しまって）いた

People brought me their oil, but it **had** often **frozen**.

人々は私に油を持ってきてくれましたが，それはたびたび 凍っていました 。

4-35
1 **Lisbon** [lízbən] リスボン（ポルトガルの首都） 2 **Portugal** [pɔ́ːrtʃugəl] ポルトガル
2 **Spain** [spéɪn] スペイン 3 **Sahara** [səhǽrə] サハラ（砂漠） 4 **Celsius** [sélsiəs] 摂氏
6 **European** [jùərəpíːən] ヨーロッパの 7 **Russia** [rʌ́ʃə] ロシア 11 **have to *do*** ～しなければならない
13 **it takes＋(O)＋時間＋to *do*** （Oが）～するのに〈時間〉がかかる

6

4-42 Check Up! 本文に関する質問に英語で答えなさい。

1. How was the journey in the Sahara Desert?
   — Vasco-5 was able to run without any problem .
2. What was the problem in Russia?
   — The oil people brought to him had often frozen.
3. What did Shusei have to do to solve the problem?
   — He had to heat the oil before using it.

4-43 Sum Up! 空所に適切な語を選んで入れなさい。

In the Sahara Desert, the temperature got to 52℃. However, Vasco-5 was able to run without any problem. In Russia , the oil people brought to him had often frozen . So, he had to heat the oil before using it. He came back to Tokyo on December 1st, 2008.

frozen / temperature / Vasco-5 / Tokyo / Russia

4-44 Speak Out! ペアになって会話をしましょう。

A: Shusei visited many countries. Which country do you want to visit?
B: I want to visit (Canada / the US / Spain / Russia).
A: Why?
B: Because ______ .

(a) I want to eat the food there
(b) I want to visit famous places there
(c) *Your idea*

スクリプト
A: Shusei visited many countries. Which country do you want to visit?
B: I want to visit Canada.
A: Why?
B: Because I want to eat the food there.

Part 4

4-45

What did Shusei learn from his adventure?

4-50 ポーズ読み（フレーズ） 4-51 ポーズ読み（文）

4-46
- race [réɪs]
- offer [ɔ́(:)fər]
- border [bɔ́ːrdər]
- support [səpɔ́ːrt]
- kindness [káɪndnəs]
- gift [ɡɪft]
- liter [líːtər]
- effort [éfərt] ㋐
- result [rɪzʌ́lt] ㊕

4-48 People from different races and countries/were waiting for me/with waste oil./ Some people offered me/food or a place to stay/for free. / Others took a day off from work/to collect waste oil for me. / When I passed through the borders/between countries,/ many people supported me. / I was moved/by the kindness of such people. / Meeting them was/the most wonderful gift for me/on this journey./

4-49 I traveled around the world/with only waste oil./ More than 1,000 people/offered waste oil to me./ Vasco-5 used/6,540 L (liters) of oil/on the journey./ If each of us makes a small effort,/we will be able to produce big results./ G-4 This is what I learned/from my adventure./

4-52 1. (T) / F　2. T / (F)

スクリプト
True or False
1. Some people offered Shusei food or a place to stay for free.
2. Shusei could not travel around the world with only waste oil.



Grammar 関係代名詞 what →p.181

G-4 **what + S + V** SがVするもの［こと］

This is **what** I learned from my adventure.

これは私が自分の冒険から学んだ　ことです　。

4-47
- 3 **for free** ただで
- 3 **take *A* off from *B*** *B*［仕事・学校など］を*A*［ある期間］休む
- 5 **pass through ～** ～を通過する
- 6 **be moved by ～** ～に感動する
- 10 **more than ～** ～より多い
- 12 **make an effort** 努力する

4-53 Check Up! 本文に関する質問に英語で答えなさい。

1. During his journey, what was Shusei moved by?
   — He was　moved　by the kindness of　people　.
2. How many people offered waste oil to Shusei?
   — More than　1,000　people　did　.
3. What will we be able to do by making a small effort?
   — We will be　able　to produce big　results　.

4-54 Sum Up! 空所に適切な語を選んで入れなさい。

He was moved by the　kindness　of people during the journey. More than 1,000 people　offered　him waste oil. He　learned　one thing on his journey. If each of us makes a small　effort　, we will be able to　produce　big results.

produce / learned / effort / kindness / offered

4-55 Speak Out! ペアになって会話をしましょう。

A : Do you want to travel around the world like Shusei?
B : Yes, I do. / No, I don't.
A : Why? / Why not?
B : Because　　　　　　　　.

(a) I want to make many friends around the world
(b) I can't speak English well
(c) *Your idea*

スクリプト
A : Do you want to travel around the world like Shusei?
B : Yes, I do.
A : Why?
B : Because I want to make many friends around the world.

A : Do you want to travel around the world like Shusei?
B : No, I don't.
A : Why not?
B : Because I can't speak English well.

音読 Training!

Part 1

4-16 ポーズ読み（フレーズ） 4-17 ポーズ読み（文）

4-13 I am Shusei Yamada, / a photojournalist. / I drove around the world / with an eco-friendly car / named "Vasco-5." / The car runs on vegetable oil. / It carries a machine / which makes biodiesel fuel. / That machine can make / used vegetable oil / into biodiesel fuel. /

4-14 There were two purposes / of this adventure. / One purpose was / to examine / how far I could go / with only waste oil. / The other purpose was / to communicate with people around the world / about biodiesel fuel. /

4-15 Before beginning my journey, / I was worried / about one thing. / I was not sure / that Vasco-5 could use / all kinds of vegetable oils / in the world. / But some people say / the only way to learn / is "by doing." / So, / I started my journey in Tokyo / on December 5th, / 2007. / (125)


START ▶ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ GOAL


Part 2

4-27 ポーズ読み（フレーズ） 4-28 ポーズ読み（文）

4-25 My first city was Vancouver, / Canada. / I asked for waste oil / in many places. / At first, / my requests were often refused. / That was because people did not know / about biodiesel fuel. / I was very disappointed. / However, / after people heard about my project, / they started bringing me waste oil. /

4-26 A month later, / I left for the US. / Many people helped me / on my journey. / Some people sent e-mails / to their friends / about my project. / They were waiting for me / with waste oil. / In San Francisco, / people even held / a welcome party for me. / I finally arrived in Washington, D.C. / on April 19th. / Then, / I got on a ferry / heading for Europe. / (110)

START ▶ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ GOAL

Part 3

4-39 ポーズ読み（フレーズ） 4-40 ポーズ読み（文）

4-36 In June, / my journey began again / in Lisbon, / Portugal. / I drove Vasco-5 / through Spain / to the Sahara Desert in Africa. / There, / the temperature got to / 52℃ (degrees Celsius). / However, / Vasco-5 was able to run / without any problem. /

4-37 Then I visited some European countries. / Finally, / I arrived in the last country / on my journey, / Russia, / in September. / It was very cold there. / Even in the daytime, / the temperature was / below 0℃. / People brought me their oil, / but it had often frozen. / So, / I had to heat the oil / before using it. /

4-38 On December 1st, / 2008, / we came back to Tokyo. / It took me almost one year / to drive / 47,852 km (kilometers) / around the world. / (115)

START ▶ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ GOAL

Part 4

4-50 ポーズ読み（フレーズ） 4-51 ポーズ読み（文）

4-48 People from different races and countries / were waiting for me / with waste oil. / Some people offered me / food or a place to stay / for free. / Others took a day off from work / to collect waste oil for me. / When I passed through the borders / between countries, / many people supported me. / I was moved / by the kindness of such people. / Meeting them was / the most wonderful gift for me / on this journey. /

4-49 I traveled around the world / with only waste oil. / More than 1,000 people / offered waste oil to me. / Vasco-5 used / 6,540 L (liters) of oil / on the journey. / If each of us makes a small effort, / we will be able to produce big results. / This is what I learned / from my adventure. / (123)

START ▶ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ GOAL

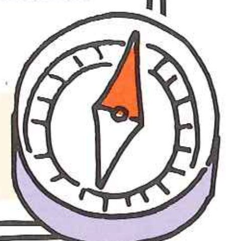
4-56 本文通し読み

Finish Up!

山田周生さんの旅程をまとめます。
本文の内容に合うように，空所に入る語を下から選んで書きなさい。

Date	Country	Event
December 5th, 2007	Japan	Shusei started his journey with Vasco-5, an (1 eco-friendly) car, in Tokyo.
	Canada	After people heard about his project, they started bringing him (2 waste) oil.
	US	People were (3 waiting) for him with waste oil.
		People held a (4 welcome) party for him in San Francisco.
April 19th, 2008		He finally arrived in (5 Washington, D.C).
June, 2008	Portugal	His journey began again in this country.
		Vasco-5 had no problem in the Sahara (6 Desert).
		He visited some European countries.
September, 2008	Russia	The oil had often (7 frozen). So he had to (8 heat) the oil.
December 1st, 2008	Japan	He came back to (9 Tokyo).

Tokyo / welcome / frozen / Desert / waiting
heat / eco-friendly / waste / Washington, D.C.



4-57 1. T / (F) 2. (T) / F 3. (T) / F 4. T / (F)

スクリプト
True or False
1. Shusei started his journey on December 15th, 2007.
2. People held a welcome party for him in San Francisco.
3. In Russia, Shusei had to heat the oil because it had often frozen.
4. Shusei came back to Washington, D.C. on December 1st, 2008.

Exercises

1 日本文に合うように，[ ] 内の語を適切な形に変えて ( ) に書きなさい。G-1 G-2

1. アイスクリームを食べているあの男の人は私の父です。
That man (eating) ice cream is my father. [eat]
2. いすに座っている少年はジャックです。
The boy (sitting) on the chair is Jack. [sit]
3. これは英語で書かれた手紙です。
This is a letter (written) in English. [write]

2 日本文に合うように，[ ] 内の語を並べかえなさい。G-3

1. 私が駅に着いたときには，すでに列車は出発していました。
The train [already / when / left / I / had] got to the station.
The train had already left when I got to the station.
2. 父が帰ってきたときには，私たちはすでに夕食を終えていました。
We [already / finished / had / when / dinner] our father came home.
We had already finished dinner when our father came home.

3 次の英文を日本文に直しなさい。G-4

1. This is what we need.
これが私たちに必要なものです。
2. I will never forget what he said.
私は彼が言ったことを決して忘れないでしょう。
3. What is important in sports is to do our best.
スポーツをするうえで大事なことは，一生懸命やることです。

By YourSELF!!

1 の 3 を参考に，自分の持ち物を説明する文を書いてみよう！

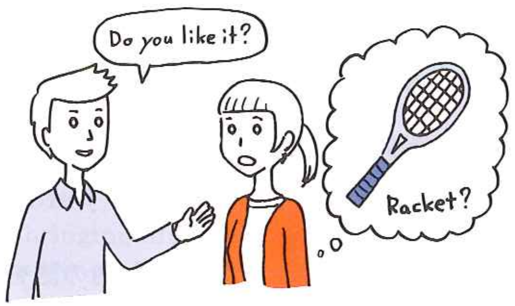
This is a book given by my friend .

4-58

Sound Practice 3
つながる音

自然な速さの英語では，子音で終わる語の次に母音がくる場合，
つながって１語のように発音されるのがふつうです。

1. **Do you like it?** 「ライキット」
   前の単語の末尾音[k]が，後の単語の語頭の母音とつながって「キ」の音になります。
2. **far away** 「ファラウェイ」
   前の単語の末尾音[r]が，後の単語の語頭の母音とつながって「ラ」の音になります。
3. **Will you read it again?**



Exercises

4-59 **1** 連続して読まれる部分に‿を書き込みなさい。

(1) How are you?
(2) I will talk about this book.
(3) I took a walk in the morning.
(4) I had a party last night.
(5) Let's sing a song together.

4-60 **2** （　）内に聞き取った語を書き入れなさい。

(1) (Look) (at) the tree over there.
(2) You should (stop) (it) now.
(3) I waited for (half) (an) hour.
(4) They will (tell) (us) about it.

4-61

Sound Practice 4
聞こえなくなる音

自然な速さの英語では，子音で終わる語の次に子音がくる場合，
語尾の子音が聞こえなくなることがあります。

1. **Ho(t) tea, please.**
2. **Look at those dar(k) clouds.**
3. **He is a goo(d) driver.**
4. **I like bi(g) cars.**
5. **She doesn'(t) know my name.**



Exercises

4-62 **1** （　）内に聞き取った語を書き入れなさい。

(1) black (car)
(2) big (game)
(3) nice (shoes)
(4) red (dress)
(5) rich (children)

4-63 **2** （　）内に聞き取った語を書き入れなさい。

(1) (What) (time) will you start?
(2) (Sit) (down), please.
(3) What is your (blood) (type) ?
(4) You will have a (good) (trip) .
(5) I can (meet) (you) at the station.

5-1

LESSON 7 Eco-tour on Yakushima

5-2

Part 1



What is an “eco-tour”?

「エコツアー」とは何でしょうか？



文法 S+V+O+to 不定詞

キーワード 5-3
environment 環境
damage ～を傷つける

5-4

Part 2

What are the land features and climate of Yakushima?

屋久島の地形と気候はどのようなものでしょうか？



文法 S+V[使役動詞]+O+動詞の原形

キーワード 5-5
feature 特徴
climate 気候

5-6

Part 3

What sites are famous on Yakushima?

屋久島ではどのような場所が人気なのでしょうか？



文法 関係副詞 where

キーワード 5-7
dense 密集した
stump 切り株

5-8

Part 4

What kind of cedar is the Jomon Cedar?

縄文杉とはどのような杉でしょうか？



文法 関係副詞 when

キーワード 5-9
cedar 杉（の木）
importance 重要性

Part 1 5-10 What is an "eco-tour"?

5-15 ポーズ読み（フレーズ） 5-16 ポーズ読み（文）

5-13 Welcome to Yakushima! / Thank you / for joining our eco-tour. / I'm Suzuki Kenta, / your guide for the tour. / I'll give you a short orientation / before we start the tour. /

5-14 During an eco-tour, / we have to think more / about the environment. / Yakushima became / Japan's first Natural World Heritage Site / in 1993. / Since then, / many tourists have visited this island. / We are happy / to have many tourists, / but this situation has caused some problems. / For example, / the tourists have damaged plants / along some of the mountain paths. / So, / G-1 I want you to understand / the meaning of eco-tours. /

5-11
- **eco-tour** [íːkoutùər]
- **guide** [gáid]
- **orientation** [ɔ̀ːriəntéiʃən]
- **environment** [inváiərənmənt] ㋐
- **natural** [nǽtʃərəl]
- **heritage** [hérətidʒ]
- **site** [sáit]
- **tourist** [túərəst]
- **island** [áilənd] ㊝
- **cause** [kɔ́ːz] ㊝
- **damage** [dǽmidʒ] ㊝㋐
- **plant** [plǽnt]
- **path** [pǽθ]



5-17 1. T / (F)　2. (T) / F

スクリプト True or False
1. Yakushima is Japan's second Natural World Heritage Site.
2. Many tourists have visited Yakushima since 1993.

tell＋O＋to *do* は「Oに～するように言う」，ask＋O＋to *do* は「Oに～するように頼む」の意味になるよ。



Grammar S＋V＋O＋to 不定詞 → p.182

G-1 want ＋ O ＋ to 不定詞　Oに～してほしい

I **want** *you* **to** understand the meaning of eco-tours.

私は あなた(たち)に エコツアーの意義を 理解してほしいです 。

5-12
1 **Thank you for *doing*** ～してくれてありがとう　7 **Natural World Heritage Site** 世界自然遺産
8 **be happy to *do*** ～してうれしい

5-18 Check Up! 本文に関する質問に英語で答えなさい。

1. What do you have to do during an eco-tour?
　— We have to (think) more (about) the environment.
2. What did Yakushima become in 1993?
　— It (became) Japan's first Natural World (Heritage) (Site).
3. What have the tourists damaged?
　— They have damaged (plants) along some of the mountain (paths).

5-19 Sum Up! 空所に適切な語を選んで入れなさい。

During an (eco-tour), we have to think more about the (environment). In 1993, Yakushima became Japan's (first) Natural World Heritage Site. Since then, many tourists have (visited) the island and (damaged) the environment.

visited / first / eco-tour / environment / damaged

5-20 Speak Out! ペアになって会話をしましょう。

A：Do you want to join the eco-tour on Yakushima?
B：Yes, I do. / No, I don't.
A：Why? / Why not?
B：Because __________.

(a) I want to see the beautiful nature there
(b) I don't want to walk for a long time
(c) *Your idea*

スクリプト
A: Do you want to join the eco-tour on Yakushima?
B: Yes, I do.
A: Why?
B: Because I want to see the beautiful nature there.

A: Do you want to join the eco-tour on Yakushima?
B: No, I don't.
A: Why not?
B: Because I don't want to walk for a long time.

Part 2

5-21

What are the land features and climate of Yakushima?

5-26 ポーズ読み（フレーズ） 5-27 ポーズ読み（文）

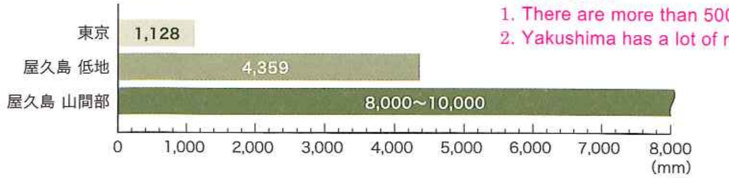
5-22 feature [fíːtʃər] 発
round [ráund]
cover [kʌ́vər]
square [skwéər] 発

5-24 Let's look at the land features of Yakushima./ Yakushima is a round island/which is covered with green forest./ It's about 500 km^2 (square kilometers)./ There are more than 40 high mountains/on the island./ G-2 That fact makes us call Yakushima/"the Alps of the Sea."/

climate [kláimət] 発
humid [hjúːmid]
throughout [θruːáut]
average [ǽvəridʒ] 発 ア
coast [kóust] 発
central [séntrəl]
rainfall [réinfɔ̀ːl]
millimeter [míləmìːtər] ア
low-lying [lòuláiiŋ]

5-25 The climate of Yakushima/is usually warm and humid / throughout the year. / The average temperature is/20℃/in the areas along the coast,/ and 15℃/in the central area./ Yakushima has a lot of rain. / The rainfall is/about 4,000 mm (millimeters)/ every year/in the low-lying areas./ In the mountain areas,/it's about 8,000/–10,000 mm./

屋久島の年間降水量



出典：気象庁HP, 2010

スクリプト 5-28 1. T / F 2. T / F

True or False

1. There are more than 500 high mountains on Yakushima.
2. Yakushima has a lot of rain only in summer.

使役動詞には let もあるよ。
let＋O＋動詞の原形は
「Oに～させてやる」
の意味になるんだ。

Grammar S＋V［使役動詞］＋O＋動詞の原形 →p.182

G-2 **make＋O＋動詞の原形** Oに～させる

That fact **makes** *us* **call** Yakushima "the Alps of the Sea."

その事実は　私たちに　屋久島を「海のアルプス」と　呼ばせます　。

5-23 2 **be covered with ～** ～に覆われている　5 **the Alps** [ǽlps] アルプス（山脈）

7

5-29 Check Up!　本文に関する質問に英語で答えなさい。

1. What is Yakushima like?
 — It is a　round　island covered with green　forest　.
2. What is Yakushima called?
 — It is called "the　Alps　of the　Sea　."
3. What is the climate of Yakushima like?
 — It is usually　warm　and　humid　throughout the year.

5-30 Sum Up!　空所に適切な語を選んで入れなさい。

Look at the land　features　of Yakushima. It is a round island　covered　with forest. It is called "the Alps of the Sea" because it has many　mountains　. The　climate　there is warm and humid. It　rains　a lot on Yakushima.

mountains / rains / features / climate / covered

5-31 Speak Out!　ペアになって会話をしましょう。

A : It rains a lot throughout the year on Yakushima.
B : Yes, and it is also warm and humid.
A : How is the climate in ______ ?　※ 地名を入れる
B : It ______ there.

(a) snows a lot in winter
(b) gets very hot in summer
(c) *Your idea*

スクリプト
A : It rains a lot throughout the year on Yakushima.
B : Yes, and it is also warm and humid.
A : How is the climate in Hokkaido?
B : It snows a lot in winter there.

More Information

Information



屋久島エコツアーに参加する際の注意点

1. 動きやすい服装で

山道を歩くのでスカート，短パンなどは不可。また，麓(ふもと)と山上では気温差が8～12℃程もあるので，調整できる服装で参加すること。

2. 雨具は常備

「月に35日雨が降る」といわれるほど降水量が多い屋久島。レインコートや着替えを忘れないように。

3. ゴミを捨てない

美しい屋久島の自然を守るために，ゴミは必ず持ち帰ること。



屋久島エコツアー

A


B


C


D


E


F


G


A 縄文杉
現在確認されている屋久杉の中では日本最大級。見学には往復で10時間程度の登山が必要。

B 白谷雲水峡
美しい渓流やコケに覆われた深い森を鑑賞できる。映画『もののけ姫』の森の舞台にもなった場所。

C ウィルソン株
推定樹齢は3,000年といわれている。切り株の中から空を見上げるとハート型に見える。

D ヤクスギランド
屋久杉の大森林。気軽に屋久杉を見に行けることから人気がある。

E 平内海中温泉
海岸にあり，干潮時の4～5時間しか入れないユニークな温泉。

F 大川の滝
屋久島で最大級の滝。落差は88mで迫力満点。

G 西部林道
野生のヤクシカやヤクザルが多く生息している地域。貴重な動物にたくさん出会えるスポット。

5-32

Part 3 What sites are famous on Yakushima?

5-37 ポーズ読み（フレーズ） 5-38 ポーズ読み（文）

5-35 G-3 Next,/I'll introduce the three sites/where we are going./ The first site is Shiratani Unsuikyo./ We'll find a dense forest/with a thick carpet of moss/there./ Have you seen the movie,/ *Princess Mononoke*?/ Miyazaki Hayao,/the director of this movie,/was much inspired/by this mysterious forest./

5-36 The second site is Wilson's Stump./ It's a great tree stump/with a diameter/of 4.39 m./The inside of the stump is empty,/and we can go into it./ The tree was cut down/in 1586/by the order of Toyotomi Hideyoshi/to build a temple./ The name Wilson comes from Dr. Wilson./ He was the first person/to introduce this stump to the world/in 1914./

5-33
- **dense** [déns]
- **thick** [θík]
- **carpet** [ká:rpət]
- **moss** [mɔ́(:)s]
- **director** [dəréktər]
- **inspire** [inspáiər]
- **mysterious** [mistíəriəs] 発
- **stump** [stʌ́mp]
- **diameter** [daiǽmətər] 発 ア
- **inside** [insáid]
- **empty** [émpti]
- **order** [ɔ́:rdər]

5-39 1. (T) / F 2. (T) / F

スクリプト
True or False
1. Miyazaki Hayao was much inspired by a mysterious forest.
2. Wilson's Stump was named after Dr. Wilson.

Grammar 関係副詞 where → p.183

G-3 **A [場所] + where + S + V** SがVするA [場所]

I'll introduce the three sites **where** we are going.

私は 私たちが行くことになっている 3つの場所を紹介します。

5-34
4 **Princess** [prínsəs] **Mononoke** 『もののけ姫』(1997年公開) 5 **be inspired by ～** ～に触発される
7 **Wilson** [wílsən] ウィルソン 10 **cut down ～** ～を切り倒す 10 **by the order of ～** ～の命令で
12 **come from ～** ～に由来する 12 **the first A to do** 最初に～したA

7

5-40 Check Up! 本文に関する質問に英語で答えなさい。

1. What will you find at Shiratani Unsuikyo?
   — We will find a dense forest with a thick carpet of moss.
2. What can you do at Wilson's Stump?
   — We can go into the tree stump, because the inside of it is empty.
3. Why was the Wilson's Stump tree cut down?
   — It was cut down to build a temple.

5-41 Sum Up! 空所に適切な語を選んで入れなさい。

The first site is Shiratani Unsuikyo. There is a dense forest with a thick carpet of moss there. The second site is Wilson's Stump and you can go into it. The tree was cut down in 1586 to build a temple.

moss / Stump / dense / cut / site

5-42 Speak Out! ペアになって会話をしましょう。

A: Which do you want to visit, Shiratani Unsuikyo or Wilson's Stump?
B: I want to visit (Shiratani Unsuikyo / Wilson's Stump).
A: Why?
B: Because ______________.

(a) I am interested in the mysterious forest
(b) I want to go inside the stump
(c) *Your idea*

スクリプト
A: Which do you want to visit, Shiratani Unsuikyo or Wilson's Stump?
B: I want to visit Shiratani Unsuikyo.
A: Why?
B: Because I am interested in the mysterious forest.

5-43

Part 4 What kind of cedar is the Jomon Cedar?

5-49 ポーズ読み（フレーズ） 5-50 ポーズ読み（文）

5-44
- cedar [síːdər] ㊔
- discover [dɪskʌ́vər]
- period [píəriəd] ㊔
- tax [tǽks]
- board [bɔ́ːrd]
- suitable [súːtəbl] ㊔
- distance [dɪ́stəns]
- step [stép]
- root [rúːt]
- importance [ɪmpɔ́ːrtəns]

5-46 The last site is the famous Jomon Cedar./It's one of the oldest and largest cedars/on Yakushima./ It was discovered/in 1966./ People think/it is 2,000−4,000 years old./ It's 25.4 m high,/and its diameter is/5.2 m./

5-47 In the Edo period,/people on Yakushima/began to cut down cedars/for *nengu*/(land tax)./Because they had little land/to produce rice/there,/they had to offer boards of cedars./ However,/some old cedars like the Jomon Cedar/were not cut,/because they were not suitable/for making boards./

5-48 We can't touch the Jomon Cedar now./ We can only look at it/from a distance./ That's because many tourists/stepped on the roots/and damaged it./ Now is the time/when (G-4) we should think/about the importance of eco-tours./ That's all for the orientation./ Do you have any questions?/

スクリプト
True or False
1. Jomon Cedar is 2,000 meters high.
2. People on Yakushima offered boards of cedars as *nengu*.

5-51 1. T / (F)　2. (T) / F

Grammar 関係副詞 when → p.183

G-4 *A*［時］＋when＋S＋V　SがVする*A*［時］

Now is the time when we should think about the importance of eco-tours.

今こそ私たちがエコツアーの重要性について［考えるべき］時なのです。

5-45
10 **be suitable for ～** ～に適している　11 **can only ～** ～しかできない　12 **from a distance** 遠くから
13 **step on ～** ～を踏む　15 **That's all for ～** ～はこれで終わりです

7

5-52 Check Up! 本文に関する質問に英語で答えなさい。

1. What is the Jomon Cedar?
— It's one of the ［oldest］ and ［largest］ cedars on Yakushima.
2. What did people on Yakushima begin to do in the Edo period?
— ［They］ began to cut down ［cedars］ for *nengu*.
3. Why can't we touch the Jomon Cedar?
— Because many tourists ［stepped］ on the roots and ［damaged］ it.

4-53 Sum Up! 空所に適切な語を選んで入れなさい。

The Jomon Cedar is one of the oldest and largest ［cedars］ on Yakushima. In the Edo period, people began to ［cut］ down cedars for *nengu*. We can't ［touch］ the Jomon Cedar, because many ［tourists］ damaged it. We should think about the ［importance］ of eco-tours.

cedars / importance / cut / touch / tourists

4-54 Speak Out! ペアになって会話をしましょう。

A : There are many places to see on Yakushima.
B : Yes! Where would you most like to visit on Yakushima? (see p.108~109)
A : I want to go to ＿＿＿＿＿＿. How about you?
B : I want to go to ＿＿＿＿＿＿.

(a) the Jomon Cedar and take photos there
(b) *Seibu-rindo* and watch many rare animals
(c) *Your idea*

スクリプト
A : There are many places to see on Yakushima.
B : Yes! Where would you most like to visit on Yakushima? (see p.108～109)
A : I want to go to the Jomon Cedar and take photos there. How about you?
B : I want to go to *Seibu-rindo* and watch many rare animals.

音読 Training!

Part 1

5-15 ポーズ読み（フレーズ） 5-16 ポーズ読み（文）

5-13 Welcome to Yakushima! / Thank you / for joining our eco-tour. / I'm Suzuki Kenta, / your guide for the tour. / I'll give you a short orientation / before we start the tour. /

5-14 During an eco-tour, / we have to think more / about the environment. / Yakushima became / Japan's first Natural World Heritage Site / in 1993. / Since then, / many tourists have visited this island. / We are happy / to have many tourists, / but this situation has caused some problems. / For example, / the tourists have damaged plants / along some of the mountain paths. / So, / I want you to understand / the meaning of eco-tours. / (94)

START ▶ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ GOAL

Part 2

5-26 ポーズ読み（フレーズ） 5-27 ポーズ読み（文）

5-24 Let's look at the land features of Yakushima. / Yakushima is a round island / which is covered with green forest. / It's about 500 km² (square kilometers). / There are more than 40 high mountains / on the island. / That fact makes us call Yakushima / "the Alps of the Sea." /

5-25 The climate of Yakushima / is usually warm and humid / throughout the year. / The average temperature is / 20℃ / in the areas along the coast, / and 15℃ / in the central area. / Yakushima has a lot of rain. / The rainfall is / about 4,000 mm (millimeters) / every year / in the low-lying areas. / In the mountain areas, / it's about 8,000 / –10,000 mm. / (105)

START ▶ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ GOAL

Part 3

5-37 ポーズ読み（フレーズ） 5-38 ポーズ読み（文）

5-35 Next, / I'll introduce the three sites / where we are going. / The first site is Shiratani Unsuikyo. / We'll find a dense forest / with a thick carpet of moss / there. / Have you seen the movie, / *Princess Mononoke*? / Miyazaki Hayao, / the director of this movie, / was much inspired / by this mysterious forest. /

5-36 The second site is Wilson's Stump. / It's a great tree stump / with a diameter / of 4.39 m. / The inside of the stump is empty, / and we can go into it. / The tree was cut down / in 1586 / by the order of Toyotomi Hideyoshi / to build a temple. / The name Wilson comes from Dr. Wilson. / He was the first person / to introduce this stump to the world / in 1914. / (117)

START ▶ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ GOAL

Part 4

5-49 ポーズ読み（フレーズ） 5-50 ポーズ読み（文）

5-46 The last site is the famous Jomon Cedar. / It's one of the oldest and largest cedars / on Yakushima. / It was discovered / in 1966. / People think / it is 2,000–4,000 years old. / It's 25.4 m high, / and its diameter is / 5.2 m. /

5-47 In the Edo period, / people on Yakushima / began to cut down cedars / for *nengu* / (land tax). / Because they had little land / to produce rice / there, / they had to offer boards of cedars. / However, / some old cedars like the Jomon Cedar / were not cut, / because they were not suitable / for making boards. /

5-48 We can't touch the Jomon Cedar now. / We can only look at it / from a distance. / That's because many tourists / stepped on the roots / and damaged it. / Now is the time / when we should think / about the importance of eco-tours. / That's all for the orientation. / Do you have any questions? / (142)

START ▶ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ GOAL

5-55 本文通し読み

Finish Up!

屋久島の宣伝チラシを作成します。
本文の内容に合うように，空所に入る語を下から選んで書きなさい。

Welcome to Yakushima!

Yakushima is Japan's first Natural World ([1] Heritage) Site. Let's enjoy the beautiful nature!

Land features and climate

Yakushima is a ([2] round) island and is about 500 km^2. It is called "the Alps of the Sea" because there are more than 40 ([3] high) mountains there. Yakushima is warm and ([4] humid) throughout the year. It also ([5] rains) a lot.

Must-see spots

Shiratani Unsuikyo
In this area, you can find a dense forest with a thick ([6] carpet) of moss.

Wilson's Stump
This is a great stump with a ([7] diameter) of 4.39 m.
The inside is ([8] empty) and you can go into it.

Jomon Cedar
This is one of the oldest and ([9] largest) cedars.
People think it is 2,000−4,000 years ([10] old).

carpet / high / Heritage / round / largest
diameter / empty / rains / old / humid

スクリプト
True or False
1. Yakushima is about 5,000 km^2.
2. Yakushima is called "the Alps of the Sea" because it has more than 40 high mountains.
3. The inside of Wilson's Stump is empty.
4. People think the Jomon Cedar is the oldest tree in the world.

5-56 1. T / (F) 2. (T) / F 3. (T) / F 4. T / (F)

7

Exercises

1 日本文に合うように，（　）に適切な語を書きなさい。 G-1

1. 私は弟にそこに行ってほしい。
I (want) my brother (to) go there.
2. 先生は私にドアを閉めるように言いました。
The teacher (told) me (to) close the door.
3. 私は彼女にギターをひいてくれるように頼みました。
I (asked) (her) (to) play the guitar.

2 日本文に合うように，［　］内の動詞を適切な箇所に入れて英文を完成させなさい。 G-2

1. 先生は放課後，私に英語の勉強をさせました。
The teacher me English after school. [made / study]
The teacher made me study English after school .
2. 彼女の両親は彼女を外国に行かせませんでした。
Her parents didn't her abroad. [let / go]
Her parents didn't let her go abroad .

3 次の２つの文を，書き出しに続けて１つの文にしなさい。 G-3 G-4

1. This is the city. My mother was born here.
→ This is the city where my mother was born .
2. I remember the summer. I traveled to Okinawa then.
→ I remember the summer when I traveled to Okinawa .
3. The restaurant is not on the map. We ate dinner there.
→ The restaurant where we ate dinner is not on the map .

By YourSELF!!

3 の１を参考に，where を使って自分のお気に入りの場所を紹介する文を書いてみよう！

This is the park where I always practice tennis .

6 - 1

LESSON 8 Mariko Nagai, Super Interpreter

6 - 2

Part 1



What is an interpreter?

通訳者とはどのような人でしょうか？



文法
S+V[知覚動詞]+O+動詞の原形

キーワード
6 - 3
interpreter 通訳者
conference （大規模な）会議

6 - 4

Part 2

What does Nagai convey when she interprets?

長井さんは通訳をするとき何を伝えるのでしょうか？



文法
S+V[知覚動詞]+O+現在分詞

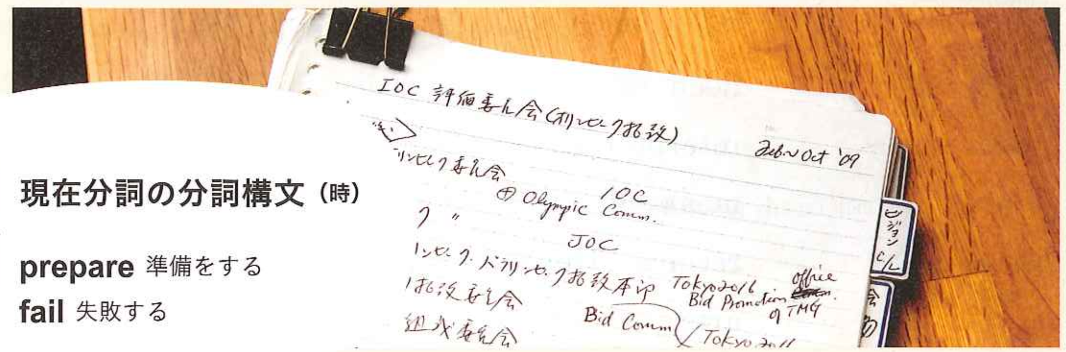
キーワード
6 - 5
convey ～を伝える
feeling 感情

6 - 6

Part 3

Why does Nagai always prepare very carefully?

なぜ長井さんはいつも入念に準備をするのでしょうか？



文法
現在分詞の分詞構文（時）

キーワード
6 - 7
prepare 準備をする
fail 失敗する

6 - 8

Part 4

What did Nagai do in Namie Town?

浪江町で長井さんは何をしたのでしょうか？



浪江町の人々

文法
現在分詞の分詞構文（連続した動作）

キーワード
6 - 9
express ～を表現する
connect ～をつなぐ

Part 1  6-10 What is an interpreter?

6-15 ポーズ読み（フレーズ） 6-16 ポーズ読み（文）

6-13 In September,/2013,/wonderful news/made a lot of Japanese people happy./ The news was,/"Tokyo wins race/to host 2020 Summer Olympics."/ Many people worked hard for the campaign/to host the Olympics./ Mariko Nagai was among them./She is one of the top interpreters in Japan./

6-14 [G-1] Have you ever seen/interpreters work on TV?/ They change spoken words/from one language into another. / At international conferences,/they take turns/every 20 or 30 minutes./ This is because/they need to concentrate very hard. / "The job of an interpreter/is just like martial arts,"/says Nagai./"I mean,/we interpreters respond quickly/to what we receive./ This is similar to a sword match/in martial arts."/

6-17 1. (T) / F　2. T / (F)

6-11
- host [hóust] 発
- campaign [kæmpéɪn] 発
- top [tá(:)p]
- interpreter [ɪntɔ́:rprətər] ア
- spoken [spóukən] < speak
- conference [ká(:)nfərəns] ア
- concentrate [ká(:)nsəntrèɪt] ア
- martial [má:rʃəl]
- respond [rɪspá(:)nd]
- sword [sɔ́:rd] 発
- match [mætʃ]

スクリプト
True or False
1. Tokyo won the race to host the 2020 Summer Olympics.
2. Mariko Nagai likes martial arts.

知覚動詞には hear もあります。hear＋O＋動詞の原形は「Oが〜するのを聞く」の意味になります。



Grammar S＋V［知覚動詞］＋O＋動詞の原形 →p.184

G-1 **see＋O＋動詞の原形** Oが〜するのを見る

Have you ever **seen** *interpreters* **work** on TV?

あなたは今までにテレビで 通訳者が仕事をするのを 見たことがありますか。

6-12
3 **Olympics** [əlímpɪks] オリンピック　9 **take turns** 交替でする　10 **every＋時間** 〈時間〉ごとに
12 **martial arts** 格闘技　12 **I mean** つまり　13 **respond to 〜** 〜に反応する
14 **sword match** 真剣勝負

8

6-18 Check Up! 本文に関する質問に英語で答えなさい。

1. Who is Mariko Nagai?
— She is one of the top interpreters in Japan.
2. What do interpreters do?
— They change spoken words from one language into another.
3. Why do interpreters take turns at conferences?
— Because they need to concentrate very hard.

6-19 Sum Up! 空所に適切な語を選んで入れなさい。

Mariko Nagai is one of the top interpreters in Japan. An interpreter's job is to change spoken words from one language into another. At conferences, interpreters take turns every 20 or 30 minutes. This is because they need to concentrate very hard.

every / interpreters / conferences / change / hard

6-20 Speak Out! ペアになって会話をしましょう。

A : What do you think of an interpreter's job?
B : I think it is ________. How about you?
A : I think it is ________.

(a) very difficult　(b) really cool　(c) *Your idea*

スクリプト
A : What do you think of an interpreter's job?
B : I think it is very difficult. How about you?
A : I think it is really cool.

6-21

Part 2 What does Nagai convey when she interprets?

6-26 ポーズ読み（フレーズ） 6-27 ポーズ読み（文）

6-24 Nagai is over 70 years old./ She still works as an interpreter/and carries out/more than 200 jobs a year./ She has interpreted/for a lot of famous people/ in many fields./ Nagai not only interprets the words correctly,/ but also conveys/the speaker's attitudes and feelings./

6-25 Here is one example./ When she interpreted for an important politician,/ G-2 she saw him getting really angry./ Finally,/he banged on the table/during his speech./ Nagai also banged on the table/while she was interpreting./ Other interpreters usually do not go so far./ However,/when a speaker gets angry,/ Nagai also gets angry./ She follows/the speaker's attitudes and feelings./

6-22
- **interpret** [ɪntə́ːrprət]
- **field** [fiːld]
- **correctly** [kəréktli]
- **convey** [kənvéɪ]
- **attitude** [ǽtətjùːd] ㋐
- **feeling** [fíːlɪŋ]
- **politician** [pɑ̀(ː)lətíʃən] ㋐
- **bang** [bǽŋ]

スクリプト
True or False
1. Nagai has interpreted for a lot of famous people.
2. Nagai banged on the table because she was tired.

6-28 1. (T) / F 2. T / (F)

hear＋O＋現在分詞は「Oが～しているのを聞く」になります。

Grammar S＋V［知覚動詞］＋O＋現在分詞 →p.184

G-2 **see＋O＋現在分詞** Oが～しているのを見る

She **saw** *him* **getting** really angry.

彼女は 彼が 本当に 怒っているのを 見ました。

6-23
- 2 **a year** 1年に（つき）
- 3 **interpret for ～** ～の通訳をする
- 4 **not only *A* but also *B*** *A*だけでなく*B*も
- 8 **get angry** 怒る
- 9 **bang on ～** ～をドンとたたく
- 12 **go so far** そこまでする

8

6-29 Check Up! 本文に関する質問に英語で答えなさい。

1. How many jobs does Nagai carry out a year?
   — She carries out (more) than (200) jobs.
2. Does she only interpret words correctly?
   — (No), she also conveys the speaker's (attitudes) and feelings.
3. When a speaker gets angry, what does Nagai do?
   — She (also) gets (angry).

6-30 Sum Up! 空所に適切な語を選んで入れなさい。

Nagai (carries) out more than 200 jobs a year. She not only (interprets) the words correctly, but also (conveys) the speaker's attitudes and (feelings). For example, when a (speaker) gets angry, Nagai also gets angry.

carries / speaker / interprets / conveys / feelings

6-31 Speak Out! ペアになって会話をしましょう。

A: Why does everyone think Nagai is a great interpreter?
B: Because ______. What do you think?
A: I think it is because ______.

(a) she has interpreted for a lot of famous people
(b) she conveys the speaker's attitudes and feelings
(c) *Your idea*

スクリプト
A: Why does everyone think Nagai is a great interpreter?
B: Because she has interpreted for a lot of famous people. What do you think?
A: I think it is because she conveys the speaker's attitudes and feelings.

More Information

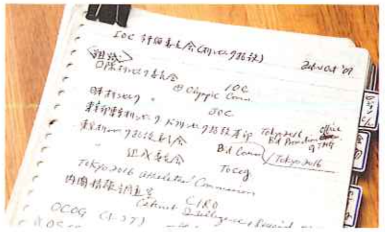


Information 1 長井鞠子さんの信条



プロフィール

1943年，宮城県仙台市生まれ。日本を代表する会議通訳者のひとり。政治・経済のみならず，文化，芸能，スポーツ，科学のほか，あらゆる分野の通訳を担当している。



「準備と努力は裏切らない」

トップレベルの会議通訳者である長井さんだが，その裏には並々ならぬ努力がある。彼女はどの仕事でも手作りの単語帳を作り，会議に出てきそうな単語を徹底的に調べ上げる。

「心を訳す」

長井さんは単に言葉を正確に訳すだけでなく，相手の気持ちや心まで汲み取った通訳を行うことをポリシーとしている。彼女が世界中の著名人から絶大な支持を得ている理由，それは「言葉以上に心を訳してくれるから」である。



Information 2 オリンピックでの活躍





2020年東京オリンピック招致

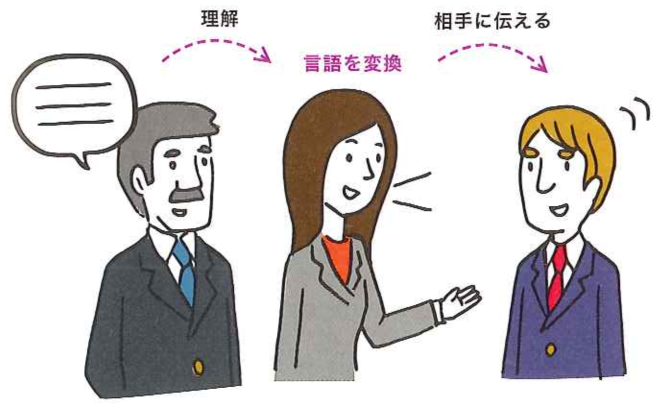
1964年 東京オリンピック

長井さんが初めて通訳の仕事を経験したのは，1964年の東京オリンピックの時（当時21歳，大学2年生）。もともと英語に興味があったため，通訳のアルバイトに応募したのだという。オリンピックでは，選手紹介のアナウンスを英語で行うのが主な仕事であった。当時は自分が将来プロの通訳者になるとはまったく思っていなかったという。

2020年 東京オリンピック

長井さんは2020年の東京オリンピックの招致活動において，ブエノスアイレスでの最終プレゼンテーションと質疑応答の通訳を務めた。その際には，世界にマイナスの印象を与えないように，言葉選びに細心の注意を払ったという。東京をオリンピックの開催地に導いた影の立役者のひとりである。

Information 3 通訳の仕事



通訳の仕事とは

通訳者は異なる言語を話す人の間に入り，お互いの言語を相手の言語に訳して伝えることが仕事。会議などで相手が話すのと同時に通訳する場合は，これをわずか1～2秒の間で行わなければならない。

会議通訳

国際会議などで通訳を務める。各分野の専門的な内容を扱うため，高度な専門知識が必要となる。長井さんは会議通訳の草分け的存在。

ビジネス通訳

主に商談など国際的なビジネスの場で通訳を務める。対象となる仕事内容が多岐にわたるため，幅広い知識が必要となる。

エスコート通訳

外国から来日したアーティストやプロスポーツ選手に付き添い，記者会見やインタビュー，テレビ出演などでの通訳を務める。

放送通訳

外国のテレビ番組などを日本語に訳し，視聴者に届けるのが仕事。相手は一般視聴者のため，わかりやすい言葉で伝える能力が必要となる。





6-32

Part 3 Why does Nagai always prepare very carefully?

6-37 ポーズ読み（フレーズ） 6-38 ポーズ読み（文）

6-35 Nagai was born in Sendai,/Miyagi,/in 1943./ When she was in high school,/she studied in the US for a year./ [G-3] Going on to university in Japan,/she studied English very hard./ As a student,/she worked as an interpreter/for the first time/at the 1964 Tokyo Olympics./

6-36 Interpreters are usually given manuscripts/before they work at conferences./ To prepare for a job,/ Nagai looks up even easy words/in a dictionary./ Then,/she makes a handwritten notebook/for the words./ One time/she did not do enough preparation./ After the conference,/she was told/not to come again./ Since then,/she always prepares very carefully./ Nagai says,/"Hard work and careful preparation/never fail."/

6-33 **university** [jù:nɪvə́:rsəti]
manuscript [mǽnjuskrìpt]
prepare [prɪpéər] 発
handwritten [hǽndrítən]
enough [ɪnʌ́f] 発
preparation [prèpəréɪʃən]
carefully [kéərfəli]
careful [kéərfəl]
fail [féɪl]

スクリプト True or False 6-39 1. T / (F) 2. (T) / F
1. When Nagai was in university, she studied in the US for a year.
2. Nagai always prepares carefully since she was told not to come again.

分詞構文が「～するので」（理由）の意味を表すこともあります。

Grammar 現在分詞の分詞構文（時） →p.185

G-3 **~ing, S + V** ～するときにSはVする

Going on to university in Japan, she studied English very hard.
日本で大学に［進学したときに］，彼女は英語を非常に熱心に勉強しました。

6-34 3 **go on to ～** ～に進学する 5 **for the first time** 初めて 8 **prepare for ～** ～の準備をする
9 **look up ～** ～を（辞書で）調べる 11 **one time** 一度
12 **tell + O + not to *do*** Oに～しないように言う

6-40 Check Up! 本文に関する質問に英語で答えなさい。

1. What did Nagai do at the 1964 Tokyo Olympics?
— She worked as an [interpreter] for the [first] time.
2. What does Nagai do to prepare for a job?
— She [looks] up even easy words in a [dictionary].
3. What does Nagai say?
— She says, "[Hard] work and careful [preparation] never fail."

6-41 Sum Up! 空所に適切な語を選んで入れなさい。

Nagai was [born] in Sendai. As a [student], she worked as an interpreter at the Tokyo Olympics. To [prepare] for a job, Nagai looks up even [easy] words in a dictionary. Nagai says that hard work and careful preparation never [fail].

prepare / easy / student / fail / born

6-42 Speak Out! ペアになって会話をしましょう。

A : Nagai makes a great effort to do her job. What do you make an effort to do?
B : I make an effort ______. How about you?
A : I make an effort ______.

(a) to practice tennis (b) to study English (c) *Your idea*

スクリプト
A : Nagai makes a great effort to do her job. What do you make an effort to do?
B : I make an effort to practice tennis. How about you?
A : I make an effort to study English.

Part 4



6-43

What did Nagai do in Namie town?

6-48 ポーズ読み（フレーズ） 6-49 ポーズ読み（文）

6-44 **earthquake** [ɔ́ːrθkwèɪk]

mayor [méɪər]

express [ɪksprés]

remove [rɪmúːv]
barrier [bǽriər]

connect [kənékt]
beyond [biá(ː)nd]
super [súːpər]

6-46 In March,/2011,/ a great earthquake hit Japan,/ causing much damage in the Tohoku area./ Nagai wanted to do something/to help people there. / One time,/she interpreted/for the mayor of Namie Town in Fukushima./ In preparation,/she found a phrase/ "*utsukushii furusato Namie-machi*"/in his speech./ The English word for *furusato* / is 'hometown.'/ However,/she felt/something was wrong with it./She thought very hard,/and then chose/"beautiful Namie Town as our home."/ She wanted to express/how much the people of Namie/love their hometown./

(G-4 is marked at "a great earthquake")

6-47 Nagai wants to remove the language barrier/ between Japanese and English./ She also wants to connect people/beyond languages./ These facts make her a super interpreter./

6-50 1. T / F 2. T / F

スクリプト True or False
1. A great earthquake caused much damage in the Tohoku area in 2011.
2. Nagai felt something was wrong with the word 'hometown' for *furusato*.



Grammar 現在分詞の分詞構文（連続した動作）

→p.185

G-4 S + V, ~ing SはVして（それから）～する

A great earthquake hit Japan, **causing** much damage in the Tohoku area.
大地震が日本を襲い，東北地方に多大な被害を もたらしました 。

6-45 8 **something is wrong with ～** ～がどこかおかしい

8

6-51 Check Up! 本文に関する質問に英語で答えなさい。

1. What did Nagai do after the great earthquake hit Japan?
   — She interpreted for the mayor of Namie Town.
2. Why did Nagai choose "beautiful Namie Town as our home"?
   — Because she wanted to express how much the people in Namie love their hometown.
3. What does Nagai want to connect?
   — She wants to connect people beyond languages .

6-52 Sum Up! 空所に適切な語を選んで入れなさい。

After the great earthquake in Japan, Nagai interpreted for the mayor of Namie Town. She thought very hard and expressed how much the people in Namie love their hometown . Nagai removes the language barrier between Japanese and English. She also connects people beyond languages.

barrier / expressed / earthquake / connects / hometown

6-53 Speak Out! ペアになって会話をしましょう。

A: Where is your hometown?
B: My hometown is ______ . ※地名を入れる
A: Tell me about your hometown.
B: OK. ______ .

(a) It has some traditional events
(b) It is famous for its beautiful nature
(c) *Your idea*

スクリプト
A: Where is your hometown?
B: My hometown is Nagoya.
A: Tell me about your hometown.
B: OK. It has some traditional events.

音読 Training!

Part 1

6-15 ポーズ読み（フレーズ） 6-16 ポーズ読み（文）

6-13 In September, / 2013, / wonderful news / made a lot of Japanese people happy. / The news was, / "Tokyo wins race / to host 2020 Summer Olympics." / Many people worked hard for the campaign / to host the Olympics. / Mariko Nagai was among them. / She is one of the top interpreters in Japan. /

6-14 Have you ever seen / interpreters work on TV? / They change spoken words / from one language into another. / At international conferences, / they take turns / every 20 or 30 minutes. / This is because / they need to concentrate very hard. / "The job of an interpreter / is just like martial arts," / says Nagai. / "I mean, / we interpreters respond quickly / to what we receive. / This is similar to a sword match / in martial arts." / (117)

START ▸ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ GOAL

Part 2

6-26 ポーズ読み（フレーズ） 6-27 ポーズ読み（文）

6-24 Nagai is over 70 years old. / She still works as an interpreter / and carries out / more than 200 jobs a year. / She has interpreted / for a lot of famous people / in many fields. / Nagai not only interprets the words correctly, / but also conveys / the speaker's attitudes and feelings. /

6-25 Here is one example. / When she interpreted for an important politician, / she saw him getting really angry. / Finally, / he banged on the table / during his speech. / Nagai also banged on the table / while she was interpreting. / Other interpreters usually do not go so far. / However, / when a speaker gets angry, / Nagai also gets angry. / She follows / the speaker's attitudes and feelings. / (109)

START ▸ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ GOAL

Part 3

6-37 ポーズ読み（フレーズ） 6-38 ポーズ読み（文）

6-35 Nagai was born in Sendai, / Miyagi, / in 1943. / When she was in high school, / she studied in the US for a year. / Going on to university in Japan, / she studied English very hard. / As a student, / she worked as an interpreter / for the first time / at the 1964 Tokyo Olympics. /

6-36 Interpreters are usually given manuscripts / before they work at conferences. / To prepare for a job, / Nagai looks up even easy words / in a dictionary. / Then, / she makes a handwritten notebook / for the words. / One time / she did not do enough preparation. / After the conference, / she was told / not to come again. / Since then, / she always prepares very carefully. / Nagai says, / "Hard work and careful preparation / never fail." / (117)

START ▸ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ GOAL

Part 4

6-48 ポーズ読み（フレーズ） 6-49 ポーズ読み（文）

6-46 In March, / 2011, / a great earthquake hit Japan, / causing much damage in the Tohoku area. / Nagai wanted to do something / to help people there. / One time, / she interpreted / for the mayor of Namie Town in Fukushima. / In preparation, / she found a phrase / "*utsukushii furusato Namie-machi*" / in his speech. / The English word for *furusato* / is 'hometown.' / However, / she felt / something was wrong with it. / She thought very hard, / and then chose / "beautiful Namie Town as our home." / She wanted to express / how much the people of Namie / love their hometown. /

6-47 Nagai wants to remove the language barrier / between Japanese and English. / She also wants to connect people / beyond languages. / These facts make her a super interpreter. / (115)

START ▸ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ GOAL

6-54 本文通し読み

Finish Up!

長井鞠子さんのプロフィールを作成します。
本文の内容に合うように，空所に入る語を下から選んで書きなさい。

PROFILE SHEET | **Name:** Mariko Nagai

Birth year (1 1943) **Birthplace** (2 Sendai)

Job (3 interpreter)

How she became an interpreter

She studied in (4 the US) for a year when she was in high school.
As a student, she worked as an interpreter for the first time at the 1964 (5 Tokyo) Olympics.

As a super interpreter

- She carries out more than (6 200) jobs a year.
- She conveys the speaker's attitudes and (7 feelings).
- She believes that hard work and careful (8 preparation) never fail.
- She removes the language (9 barrier) between Japanese and English.
- She (10 connects) people beyond languages.

Tokyo / the US / 200 / connects / 1943
interpreter / Sendai / preparation / feelings / barrier

スクリプト
True or False
1. Nagai was born in Sendai in 1934.
2. Nagai worked as an interpreter at the 1964 Tokyo Olympics.
3. Nagai conveys the interpreters' attitudes and feelings.
4. Nagai connects people beyond languages.

6-55 1. T / (F) 2. (T) / F 3. T / (F) 4. (T) / F

8

Exercises

1 日本文に合うように，(　) 内の適切な語を○で囲みなさい。 G-1 G-2

1. 私はネコが通りを横切るのを見ました。
   I saw the cat (crossed / (cross) / to cross) the street.
2. 私は母親が私を呼ぶのを聞きました。
   I heard my mother ((call) / to call / called) me.
3. 私は彼女があの木の下で泣いているのを見ました。
   I saw her ((crying) / cried / to cry) under that tree.

2 各組の文がほぼ同じ意味になるように，(　) に When か Because を書きなさい。 G-3

1. Opening the door, I saw my mother in my room.
   (When) I opened the door, I saw my mother in my room.
2. Walking along the street, I met my friend.
   (When) I was walking along the street, I met my friend.
3. Feeling tired, I went to bed early.
   (Because) I felt tired, I went to bed early.

3 次の英文を日本文に直しなさい。 G-4

1. He was reading a book, listening to his favorite music.
   彼はお気に入りの音楽を聴きながら，本を読んでいた。
2. A young man came to her, asking her to dance with him.
   若い男が彼女に近づき，いっしょに踊ろうと誘った。

By YourSELF!!

1 を参考に，だれか [何か] が～するのを [しているのを] 見たり聞いたりしたことを書いてみよう！

I (saw) / heard my dog sleeping on the bed .

7 - 1

LESSON 9

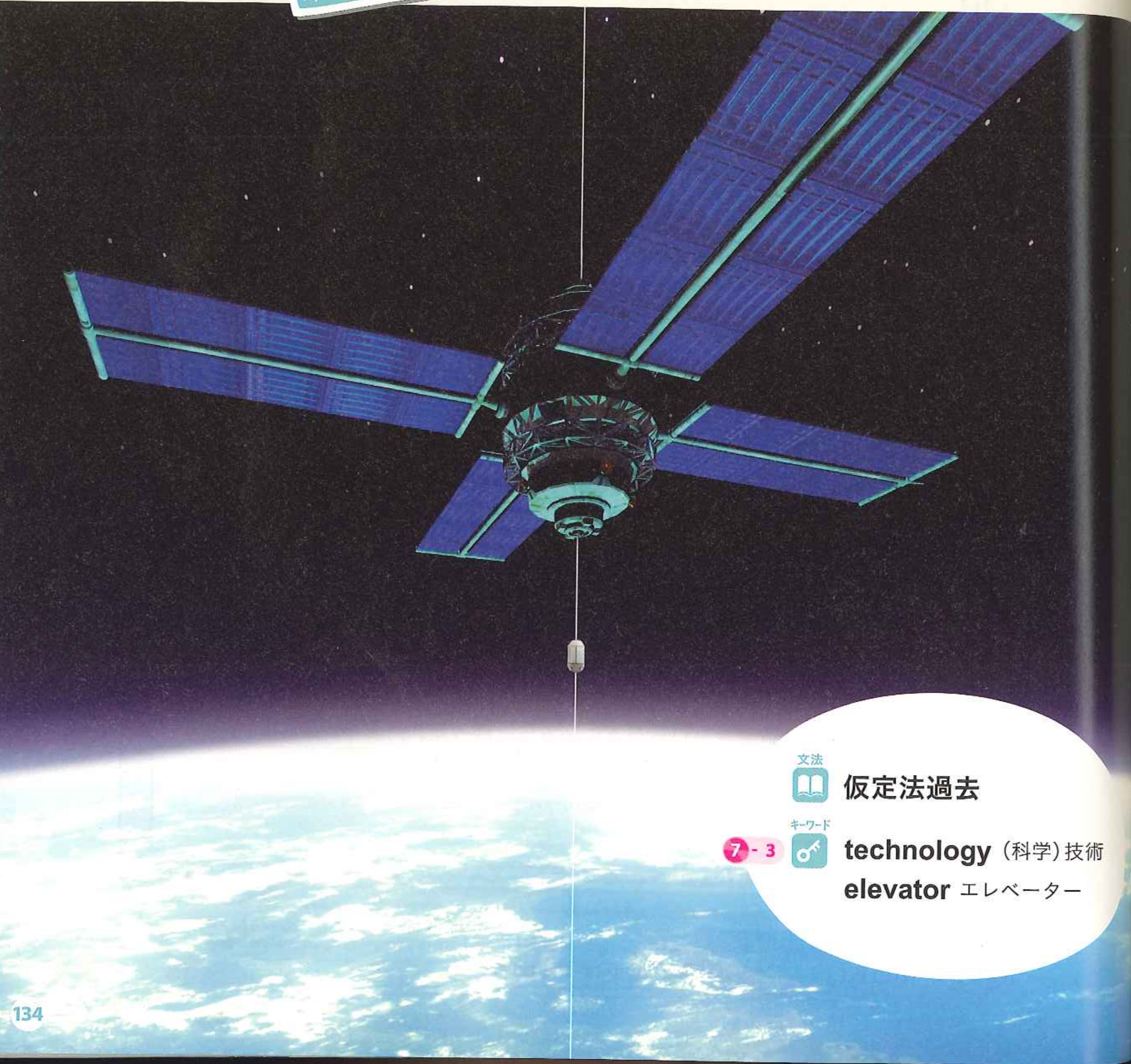
Space Elevator

7 - 2

Part 1



What is "the space elevator"?
宇宙エレベーターとは何でしょうか？



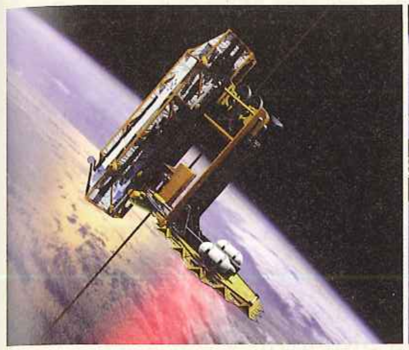
文法 仮定法過去

7 - 3 キーワード technology （科学）技術
elevator エレベーター

7 - 4

Part 2

How is the space elevator built?
宇宙エレベーターはどのようにして作られるのでしょうか？





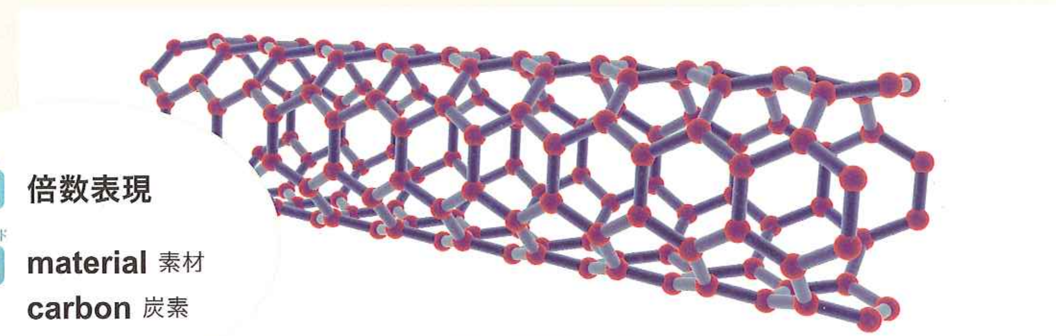
文法 助動詞を含む受動態

7 - 5 キーワード satellite 人工衛星
cable ケーブル

7 - 6

Part 3

What is the biggest problem in making the space elevator?
宇宙エレベーターを作る際に最大の問題は何でしょうか？



文法 倍数表現

7 - 7 キーワード material 素材
carbon 炭素

7 - 8

Part 4

Which is more eco-friendly, rockets or the space elevator?
ロケットと宇宙エレベーターのどちらがより環境に優しいでしょうか？



文法 seemを使った表現

7 - 9 キーワード rocket ロケット
gateway 出入り口

Part 1

7-10

What is "the space elevator"?

7-15 ポーズ読み（フレーズ） 7-16 ポーズ読み（文）

7-11 **astronaut** [ǽstrənɔ̀ːt] 発 ア

7-13 G-1 "If I were an astronaut,/ I could go into space."/ Many of us dream/ of traveling in space,/ but it is difficult/ to become an astronaut. / However,/ we should not give up our dream. / A new type of scientific technology/ may take us into space more easily./ It is called/ "the space elevator."/

scientific [sàɪəntífɪk] ア
technology [tekná(ː)lədʒi] ア
elevator [élɪvèɪtər] ア
president [prézɪdənt]
association [əsòusiéɪʃən] 発
abroad [əbrɔ́ːd] 発

7-14 Shuichi Ohno,/ the president of the Japan Space Elevator Association/ (JSEA),/ said,/ "Just like traveling abroad,/ anyone will be able to ride the elevator/ into space." / This is not just a science fiction story. / According to the JSEA,/ the space elevator will become a reality/ by the middle of this century./

fiction [fíkʃən]
reality [riǽləti]
middle [mídl]

スクリプト True or False 7-17 1. (T) / F 2. T / (F)
1. The space elevator may take us into space more easily.
2. The space elevator is just a science fiction story.



Grammar 仮定法過去 → p.186

G-1 If + S' + 動詞の過去形, S + could + 動詞の原形 もし(今)S'が～ならば，Sは…できるのに

If I were an astronaut, **I could go** into space.

もし私が宇宙飛行士なら，私は宇宙に 行くことができるのに 。

7-12 2 **dream of ～** ～を夢見る 4 **give up ～** ～をあきらめる

9

7-18 **Check Up!** 本文に関する質問に英語で答えなさい。

1. What is difficult for many of us to do?
— It is difficult to become an astronaut .

2. What is the new type of scientific technology called?
— It is called the space elevator .

3. When will the space elevator become a reality?
— It will become a reality by the middle of this century .

7-19 **Sum Up!** 空所に適切な語を選んで入れなさい。

It is difficult to become an astronaut. However, a new type of scientific technology may take us into space more easily. It is called "the space elevator ." It will become a reality by the middle of this century.

space / technology / reality / elevator / difficult

7-20 **Speak Out!** ペアになって会話をしましょう。

A : Do you want to go into space?
B : Yes, I do. / No, I don't.
A : Why? / Why not?
B : Because .

(a) I want to see the Earth from space
(b) I'm not interested in space
(c) *Your idea*

スクリプト
A : Do you want to go into space?
B : Yes, I do
A : Why?
B : Because I want to see the Earth from space.

A : Do you want to go into space?
B : No, I don't.
A : Why not?
B : Because I'm not interested in space.

Part 2

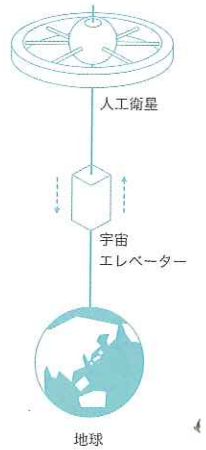
7-21

How is the space elevator built?

7-26 ポーズ読み（フレーズ） 7-27 ポーズ読み（文）

7-24 How can we build the space elevator? / First, / a satellite will be launched / up to about 36,000 km / above the Earth. / Then, / a cable will be stretched down from the satellite / to the Earth's surface. / When the elevator is attached to the cable, / it can climb up and down / along it. /

7-25 How long will it take / to go into space / on the space elevator? / With electricity, / the elevator will run / at 200–300 kilometers / per hour. / Therefore, / the elevator will take 20–30 minutes / to go into space, / 100 km above the Earth. / In order to reach the satellite, / the elevator will take about one week. / If linear motor technology is used, / the travel time will become much shorter. /



7-22
- satellite [sǽtəlàit] [ア]
- launch [lɔ́:ntʃ] [発]
- above [əbʌ́v] [発]
- cable [kéibl]
- stretch [strétʃ]
- surface [sə́:rfəs] [発] [ア]
- attach [ətǽtʃ]
- climb [kláim] [発]
- electricity [ilèktrísəti] [ア]
- per [pə́:r]
- therefore [ðéərfɔ̀:r]
- reach [rí:tʃ]
- linear [líniər]
- motor [móutər] [発]

スクリプト True or False 7-28 1. (T) / F 2. T / (F)
1. The space elevator can climb up and down along the cable from the satellite.
2. The space elevator will take one month to reach the satellite.

can+be+過去分詞なら「～されることができる」、must+be+過去分詞なら「～されなければならない」の意味になるよ。

Grammar 助動詞を含む受動態 → p.186

G-2 **will + be + 過去分詞** ～されるだろう

A satellite **will be launched** up to about 36,000 km above the Earth.
人工衛星が地球上空約36,000キロメートルまで 打ち上げられるでしょう 。

7-23
2 **up to ～** ～（に至る）まで 3 **the Earth** 地球 5 **attach *A* to *B*** AをBに取り付ける
6 **climb up and down** 上り下りする 12 **in order to *do*** ～するために
14 **linear motor** リニアモーター（次世代新幹線にも導入が予定されている技術）

7-29 Check Up! 本文に関する質問に英語で答えなさい。

1. To build the space elevator, what will be done first?
   — A satellite will be launched .
2. Where will a cable be stretched down from the satellite to?
   — It will be stretched down to the Earth's surface .
3. How fast will the space elevator run?
   — It will run at 200–300 kilometers per hour .

7-30 Sum Up! 空所に適切な語を選んで入れなさい。

To build the space elevator, a satellite will be launched first. Next, a cable will be stretched down from the satellite to the Earth's surface. Then, the elevator will be attached to the cable. With electricity , it will run at 200–300 kilometers per hour.

cable / electricity / build / attached / satellite

7-31 Speak Out! ペアになって会話をしましょう。

A : Do you want to ride the space elevator?
B : Yes, I do. / No, I don't.
A : Why? / Why not?
B : Because ________.

(a) I could go up into space easily
(b) it would be dangerous if the space elevator broke down
(c) *Your idea*

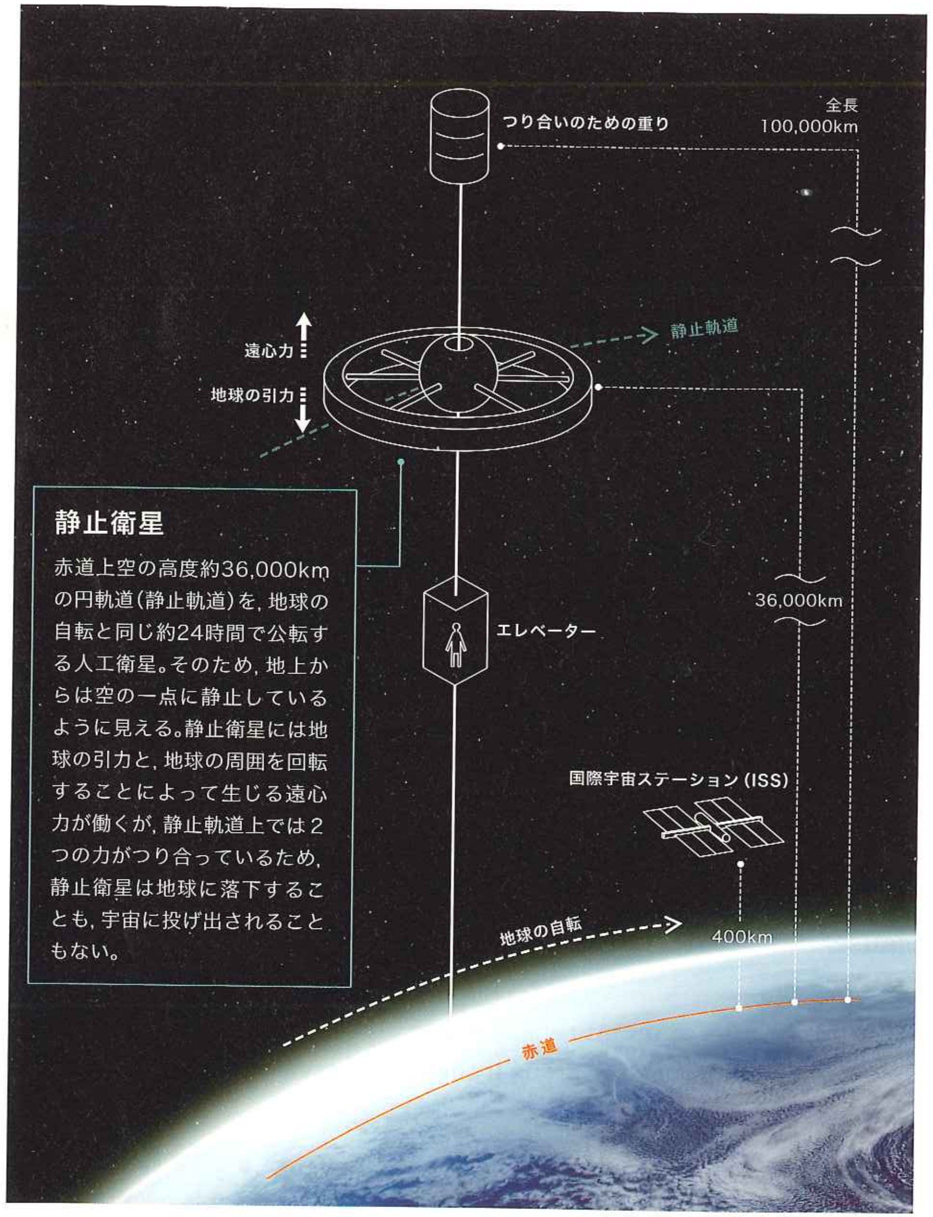
break down 故障する

スクリプト
A : Do you want to ride the space elevator?
B : Yes, I do.
A : Why?
B : Because I could go up into space easily.

A : Do you want to ride the space elevator?
B : No, I don't.
A : Why not?
B : Because it would be dangerous if the space elevator broke down.

More Information

Information 1 宇宙エレベーターのしくみ



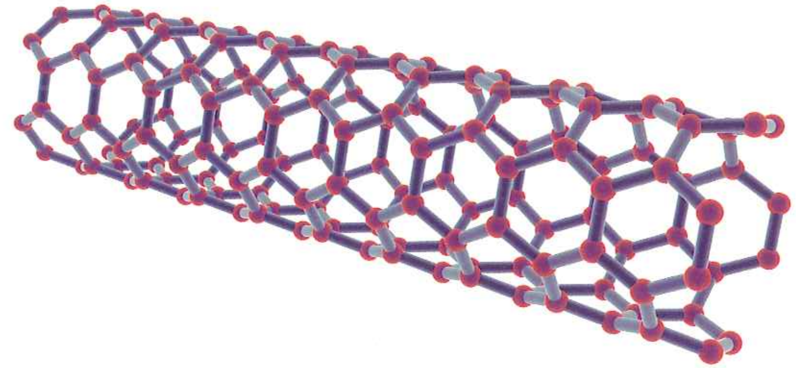
静止衛星

赤道上空の高度約36,000kmの円軌道（静止軌道）を，地球の自転と同じ約24時間で公転する人工衛星。そのため，地上からは空の一点に静止しているように見える。静止衛星には地球の引力と，地球の周囲を回転することによって生じる遠心力が働くが，静止軌道上では２つの力がつり合っているため，静止衛星は地球に落下することも，宇宙に投げ出されることもない。

Information 2 カーボンナノチューブ



飯島澄男さん
1939年，埼玉県越谷市生まれ。物理学者および化学者。カーボンナノチューブの発見で世界的に有名になった。



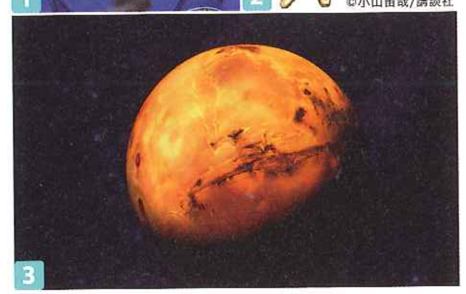
炭素（carbon）でできた微小の（nano）チューブ（tube）という意味。上図のように，拡大するとチューブ状になっているのがわかる。硬度以外にも，電気伝送率が高いといった特性があり，コンピューターの基盤など，さまざまな応用が考えられている。

Information 3 宇宙ブーム





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1 日本人初のISS船長

2014年3月，若田光一さんが日本人初のISS（国際宇宙ステーション）船長に就任した。若田さんは就任の際，「大役を任され，日本人として誇りに思う」と語った。

2 宇宙兄弟

日本に宇宙ブームを巻き起こした人気漫画。「宇宙飛行士になる」という幼少期からの夢を追いかける兄弟の姿を描いている。

3 火星の有人探査

2014年，NASA（アメリカ航空宇宙局）は2030年代に火星の有人探査を実施すると発表した。人類が火星に降り立つ日もそう遠くはないかもしれない。

Part 3

7-32

What is the biggest problem in making the space elevator?

7-37 ポーズ読み（フレーズ） 7-38 ポーズ読み（文）

7-33 **extremely** [ɪkstríːmli] 7-35

The space elevator needs/an extremely long cable./ It must be about 100,000 km long./ That is about eight times as long/as the Earth's diameter./Also,/it must be more than 100 times as strong/as steel,/ because such a long cable/is easy to break./ No one could find a material/for such a long and strong cable./ It had been the biggest problem./

steel [stíːl]
material [mətíəriəl] (発)

7-36 However,/Dr. Sumio Iijima,/a Japanese scientist,/ found the best material for the cable/in 1991./ It is called a "carbon nanotube."/ Carbon nanotubes are/ about 50,000 times as thin/as your hair,/and 100–150 times as strong/as steel./ They are still too expensive/because they can only be produced/in tiny amounts./Now,/researchers are looking for a way/to make a lot of them easily./

carbon [kάːrbən]
nanotube [nǽnətjùːb]
thin [θín]
tiny [táɪni]
amount [əmáunt]
researcher [rɪsə́ːrtʃər]

スクリプト
True or False
1. The space elevator needs a long and strong cable.
2. Carbon nanotubes are the best material for the cable of the space elevator.

7-39 1. (T) / F 2. (T) / F

「2倍」と言うときは two times とせずに twice を使うんだよ。



Grammar 倍数表現 →p.187

G-3 ～ times as ＋原級＋ as *A* *A* の～倍…だ

That is about **eight times as** *long* **as** the Earth's diameter.
それは地球の直径の約 8倍の長さ です。

7-34 2 **100,000** = one hundred thousand 10 **carbon nanotube** カーボンナノチューブ (→p.141)
13 **in ～ amounts** ～の量で 14 **look for ～** ～を探す

7-40 Check Up! 本文に関する質問に英語で答えなさい。

1. How strong must the cable be?
   — It must be more than 100 times as strong as steel.
2. What did Dr. Sumio Iijima find in 1991?
   — He found the best material for the cable .
3. Why are carbon nanotubes still too expensive?
   — Because they can only be produced in tiny amounts .

7-41 Sum Up! 空所に適切な語を選んで入れなさい。

The cable for the space elevator must be more than 100 times as strong as steel. Dr. Sumio Iijima found the best material called a " carbon nanotube." Carbon nanotubes are still too expensive because only tiny amounts can be produced .

material / produced / expensive / carbon / strong

7-42 Speak Out! ペアになって会話をしましょう。

A: The scientist who found carbon nanotubes was Japanese!
B: That's great. Do you know any other great Japanese scientists?
A: Yes. ______________. How about you?
B: ______________.

(a) I know Shinya Yamanaka. He found iPS cells
(b) I know Hideki Yukawa. He was the first Nobel Prize Winner in Japan
(c) *Your idea*

iPS cell iPS 細胞

スクリプト
A: The scientist who found carbon nanotubes was Japanese!
B: That's great. Do you know any other great Japanese scientists?
A: Yes. I know Shinya Yamanaka. He found iPS cells. How about you?
B: I know Hideki Yukawa. He was the first Nobel Prize Winner in Japan.

Part 4

7-43

Which is more eco-friendly, rockets or the space elevator?

7-48 ポーズ読み（フレーズ） 7-49 ポーズ読み（文）

7-44
- rocket [rá(:)kət] ㋐
- dioxide [daɪá(:)ksàɪd]
- energy-saving [ènərdʒiséɪvɪŋ]
- unlike [ʌnláɪk]
- itself [ɪtsélf]
- seem [sí:m]
- gateway [géɪtwèɪ]
- planet [plǽnɪt]
- imagine [ɪmǽdʒɪn]
- ship [ʃíp]
- experience [ɪkspíəriəns] ㊥ ㋐

7-46 Today,/we use rockets/to go into space./They need a lot of fuel/and produce carbon dioxide. / On the other hand, / the space elevator is / much more energy-saving and eco-friendly/than rockets. / It will use a lot of electricity/to go up,/but it can produce electricity/when it comes down./ That electricity can be used/when the elevator goes up again. / Also,/ unlike rockets,/the space elevator itself/will not produce any carbon dioxide./

7-47 With this technology,/[G-4]it seems/that space travel is no longer a dream./ Scientists also think/that the space elevator may become a gateway/to other planets./ Imagine / you go into space on the space elevator,/change to a space ship,/and start on a journey/to Mars or Jupiter. / Such an exciting experience/may be waiting for us!/

スクリプト True or False 7-50 1. T / (F) 2. (T) / F

1. The space elevator needs a lot of fuel and produce carbon dioxide.
2. With the space elevator, it seems that space travel is no longer a dream.

Grammar seem を使った表現 → p.187

G-4 **It seems that S + V** S は～する［である］ようだ

It seems that space travel is no longer a dream.

宇宙旅行はもう夢ではない ようです 。

= Space travel **seems to** be no longer a dream.

7-45 5 **go up** 上昇する 6 **come down** 下降する 14 **change to ～** ～に乗り換える 14 **start on ～** ～を始める 15 **Mars** [mɑ́:rz] 火星 15 **Jupiter** [dʒú:pətər] 木星

7-51 Check Up! 本文に関する質問に英語で答えなさい。

1. Why is the space elevator more energy-saving than rockets?
   — Because it can produce electricity when it comes down .
2. Why is the space elevator more eco-friendly than rockets?
   — Because it will not produce any carbon dioxide .
3. What do scientists think the space elevator may become?
   — They think that it may become a gateway to other planets .

7-52 Sum Up! 空所に適切な語を選んで入れなさい。

The space elevator is more energy-saving and eco-friendly than rockets . It can produce electricity, and it will not produce any carbon dioxide. With the space elevator, space travel may no longer be a dream . Scientists also think that it may become a gateway to other planets .

dream / planets / rockets / produce / gateway

7-53 Speak Out! ペアになって会話をしましょう。

A : I want to visit other planets by using the space elevator.
B : Which planet do you want to visit?
A : I want to visit ______ because ______.
How about you?
B : I want to visit ______ because ______.

(a) Mars / it is the nearest to the Earth
(b) Saturn / I want to see the large ring around it
(c) *Your idea*

Saturn 土星

スクリプト
A : I want to visit other planets by using the space elevator.
B : Which planet do you want to visit?
A : I want to visit Mars because it is the nearest to the Earth. How about you?
B : I want to visit Saturn because I want to see the large ring around it.

音読 Training!

Part 1

7-15 ポーズ読み（フレーズ） 7-16 ポーズ読み（文）

7-13 "If I were an astronaut, / I could go into space." / Many of us dream / of traveling in space, / but it is difficult / to become an astronaut. / However, / we should not give up our dream. / A new type of scientific technology / may take us into space more easily. / It is called / "the space elevator." /

7-14 Shuichi Ohno, / the president of the Japan Space Elevator Association / (JSEA), / said, / "Just like traveling abroad, / anyone will be able to ride the elevator / into space." / This is not just a science fiction story. / According to the JSEA, / the space elevator will become a reality / by the middle of this century. / (104)


START ▶ 1 2 3 4 5 6 7 8 9 10 GOAL


Part 2

7-26 ポーズ読み（フレーズ） 7-27 ポーズ読み（文）

7-24 How can we build the space elevator? / First, / a satellite will be launched / up to about 36,000 km / above the Earth. / Then, / a cable will be stretched down / from the satellite / to the Earth's surface. / When the elevator is attached to the cable, / it can climb up and down / along it. /

7-25 How long will it take / to go into space / on the space elevator? / With electricity, / the elevator will run / at 200–300 kilometers / per hour. / Therefore, / the elevator will take 20–30 minutes / to go into space, / 100 km above the Earth. / In order to reach the satellite, / the elevator will take about one week. / If linear motor technology is used, / the travel time will become much shorter. / (119)

START ▶ 1 2 3 4 5 6 7 8 9 10 GOAL

Part 3

7-37 ポーズ読み（フレーズ） 7-38 ポーズ読み（文）

7-35 The space elevator needs / an extremely long cable. / It must be about 100,000 km long. / That is about eight times as long / as the Earth's diameter. / Also, / it must be more than 100 times as strong / as steel, / because such a long cable / is easy to break. / No one could find a material / for such a long and strong cable. / It had been the biggest problem. /

7-36 However, / Dr. Sumio Iijima, / a Japanese scientist, / found the best material for the cable / in 1991. / It is called a "carbon nanotube." / Carbon nanotubes are / about 50,000 times as thin / as your hair, / and 100–150 times as strong / as steel. / They are still too expensive / because they can only be produced / in tiny amounts. / Now, / researchers are looking for a way / to make a lot of them easily. / (135)

START ▶ 1 2 3 4 5 6 7 8 9 10 GOAL

Part 4

7-48 ポーズ読み（フレーズ） 7-49 ポーズ読み（文）

7-46 Today, / we use rockets / to go into space. / They need a lot of fuel / and produce carbon dioxide. / On the other hand, / the space elevator is / much more energy-saving and eco-friendly / than rockets. / It will use a lot of electricity / to go up, / but it can produce electricity / when it comes down. / That electricity can be used / when the elevator goes up again. / Also, / unlike rockets, / the space elevator itself / will not produce any carbon dioxide. /

7-47 With this technology, / it seems / that space travel is no longer a dream. / Scientists also think / that the space elevator may become a gateway / to other planets. / Imagine / you go into space on the space elevator, / change to a space ship, / and start on a journey / to Mars or Jupiter. / Such an exciting experience / may be waiting for us! / (135)

START ▶ 1 2 3 4 5 6 7 8 9 10 GOAL

7-54 本文通し読み

Finish Up!

宇宙エレベーターの企画書を作成します。
本文の内容に合うように，空所に入る語を下から選んで書きなさい。

How to build a space elevator

Step 1 Launch a ([1] satellite) up to about 36,000 km above the Earth.

Step 2 Stretch a ([2] cable) down from the satellite to the Earth's ([3] surface).

Step 3 Attach the ([4] elevator) to the cable. It can climb up and down along it.

About carbon nanotubes

They are the best ([5] material) for the cable of the space elevator.
They were found by the Japanese ([6] scientist).
They are 100−150 times as strong as ([7] steel).

Good-points of space elevator

Energy-saving : The elevator can produce ([8] electricity) when it comes down.
([9] Eco-friendly) : The elevator itself will not produce any carbon ([10] dioxide).

steel / material / cable / elevator / dioxide
scientist / electricity / satellite / surface / eco-friendly

スクリプト
True or False
1. The third step to build a space elevator is to attach the elevator to the cable.
2. Carbon nanotubes were found by the American scientist.

7-55 1. (T) / F 2. T / (F) 3. T / (F) 4. T / (F)

3. Carbon nanotubes are 100−150 times as thin as steel.
4. The space elevator can produce electricity when it goes up.

Exercises

1 日本文に合うように，（　）内の語を適切な形にして英文を完成させなさい。G-1

1. もし私が彼の電話番号を知っていれば，電話をかけられるのに。
   If I (know) his phone number, I (can) call him.
   → If I knew his phone number, I could call him.
2. もし私にお金があれば，このカメラを買うのに。
   If I (have) money, I (will) buy this camera.
   → If I had money, I would buy this dress.

2 日本文に合うように，（　）に適切な語を書きなさい。G-2

1. その家はウエストさんによって購入されるでしょう。
   The house (will) (be) (bought) by Mr. West.
2. 富士山がここから見えます。
   Mt. Fuji (can) (be) (seen) from here.

3 次の英文を日本文に直しなさい。G-3 G-4

1. My brother's room is three times as large as mine.
   私の兄の部屋は私の部屋より３倍広い。
2. Her pencil is twice as long as yours.
   彼女の鉛筆はあなたのより２倍長い。
3. It seems that the dog is hungry.
   犬はお腹が空いているようだ。

By YourSELF!!

1 を参考に，仮定法過去を使って自分の願望を表す文を書いてみよう！

If I had money, I would travel around the world.

8-1

LESSON 10 Friendship over Time

8-2

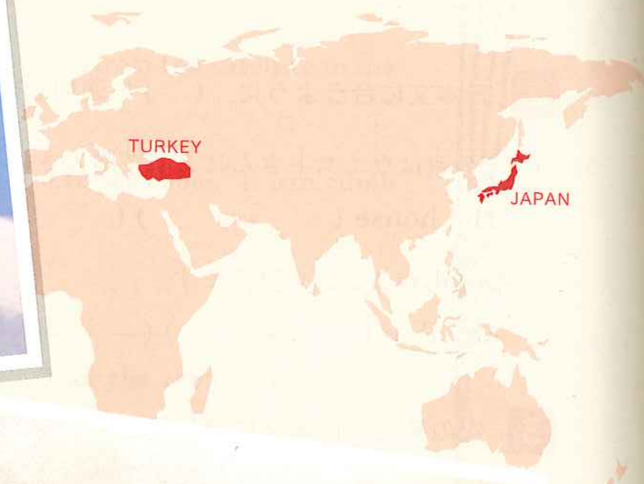
Part 1

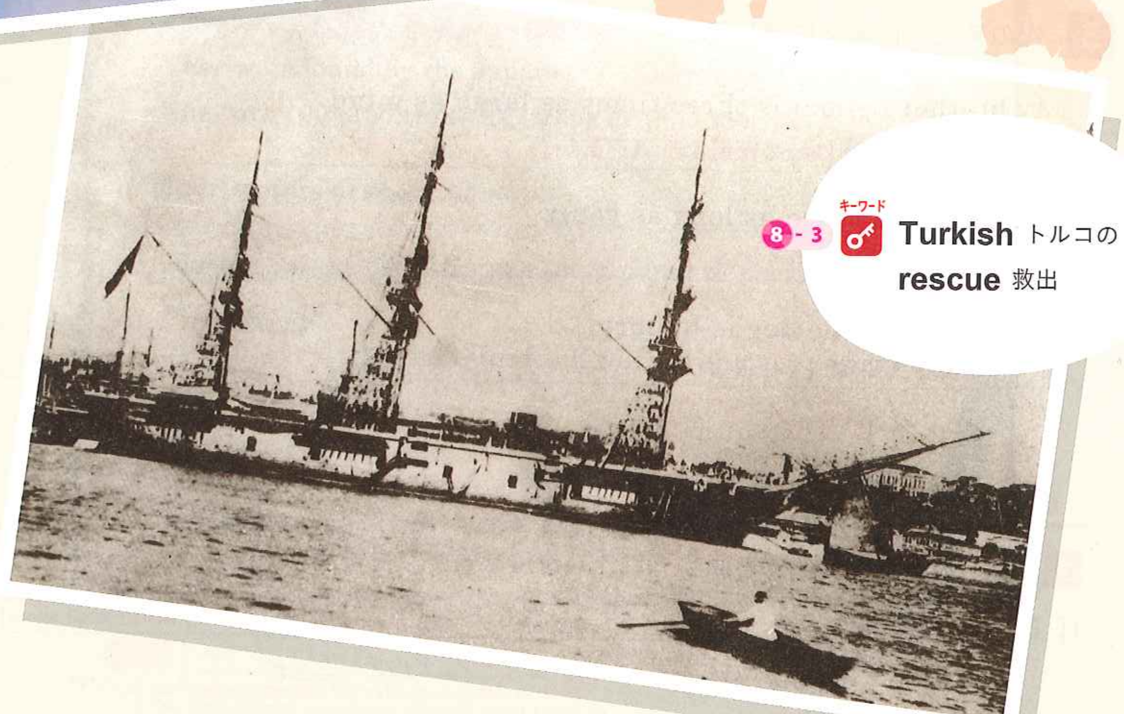
What happened to the Japanese people during the Iran-Iraq War?

イラン・イラク戦争中に日本人に何が起きたのでしょうか？









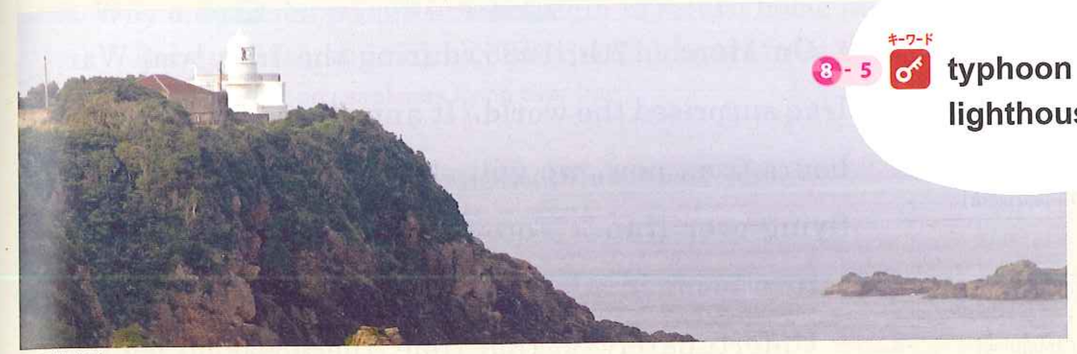
8-3 キーワード
Turkish トルコの
rescue 救出

8-4

Part 2

What happened on Oshima Island during a big typhoon?

大きな台風の間に大島で何が起きたのでしょうか？



樫野崎灯台

8-5 キーワード
typhoon 台風
lighthouse 灯台

8-6

Part 3

What did villagers do to help the Turkish crew?

トルコ人の乗組員たちを助けるために村人たちは何をしたのでしょうか？



8-7 キーワード
precious 貴重な
alive 生きて

8-8

Part 4

Why do the Turkish people keep a strong friendship with the Japanese?

トルコの人々が日本人に強い友情を抱いているのはなぜでしょうか？



トルコ軍艦遭難慰霊碑

8-9 キーワード
safely 無事に
friendship 友情

Part 1

8-10

What happened to the Japanese people during the Iran-Iraq War?

8-16 ポーズ読み（フレーズ） 8-17 ポーズ読み（文）

8-13 On March 17th,/1985,/during the Iran-Iraq War,/ Iraq surprised the world./ It announced,/"Forty-eight hours from now,/we will shoot down any airplanes/ flying over Iran."/ Foreign people in Iran/began to return home in a hurry./

8-14 Unfortunately,/at that time,/there was no regular airline service/between Iran and Japan./ As a result,/ more than 200 Japanese people/were left in Iran./ They almost lost hope of going home./ Then,/Turkish Airlines offered/special seats for them./ They were able to fly out of Iran/just in time./

8-15 The next day,/ the Japanese media took up the rescue/as their top news./ But they did not know/why Turkey saved the Japanese./ Some people thought/ that one of the reasons was the Ertugrul accident/ in 1890./ What was the Ertugrul accident? /


テヘラン在留邦人 希望者ほぼ全員出国
テヘラン邦人の脱出
トルコ機が"友好の翼"
日航来ず 欧州機は自国優先
トルコ航空で215人
他の便でも数十人
戦争突入 宣言直前約260人
空港 各国人で一時パニック
日本人、テヘラン脱出

当時の新聞記事（1985年3月20日）

8-11
surprise [sərpráɪz]
announce [ənáuns] ㋐
shoot [ʃúːt]
airplane [éərplèɪn]
hurry [hə́ːri]
regular [régjulər]
airline [éərlàɪn]
service [sə́ːrvəs]
media [míːdiə] ㊗
rescue [réskjuː]
accident [ǽksɪdənt]

スクリプト True or False
1. More than 2,000 Japanese people were left in Iran.
2. The Japanese media knew why Turkey saved the Japanese.

8-18 1. T / (F)　2. T / (F)

8-12
1 **Iran** [ɪrɑ́ːn] イラン　3 **Iraq** [ɪrɑ́ːk] イラク　3 **shoot down ～** ～を撃墜する　5 **in a hurry** 急いで
7 **as a result** その結果（として）　9 **Turkish** [tə́ːrkɪʃ] トルコ（人）の　11 **in time** 間に合って
12 **take up ～** ～を（話題として）取り上げる　14 **Turkey** [tə́ːrki] トルコ
16 **the Ertugrul** [ərtúːrəl] エルトゥールル号

8-19 Check Up! 本文に関する質問に英語で答えなさい。

1. Why did foreign people in Iran begin to return home in a hurry?
— Because Iraq announced, "Forty-eight hours from now, we will shoot down (any airplanes flying over Iran)."

2. How did Japanese people in Iran fly out of Iran?
— Turkish Airlines offered (special seats for them).

3. What did the Japanese media do?
— They took up (the rescue as their top news).

8-20 Sum Up! 空所に適切な語を選んで入れなさい。

In 1985, during the Iran-Iraq War, (Turkish) Airlines offered special seats for Japanese people (left) in Iran. The Japanese (media) took up the (rescue) as their top news. But they did not know (why) Turkey saved the Japanese.

media / left / why / Turkish / rescue

8-21 Speak Out! ペアになって会話をしましょう。

A: Turkey helped the Japanese out of Iran.
B: Great! Do you know something about Turkey?
A: Yes. (______). How about you?
B: (______).

(a) Turkish ice cream is delicious
(b) The dance there is very famous
(c) *Your idea*

スクリプト
A: Turkey helped the Japanese out of Iran.
B: Great! Do you know something about Turkey?
A: Yes. Turkish ice cream is delicious. How about you?
B: The dance there is very famous.

8-22

Part 2 What happened on Oshima Island during a big typhoon?

8-28 ポーズ読み（フレーズ） 8-29 ポーズ読み（文）

8-23 typhoon [taifúːn] ア

rush [rʌ́ʃ]

lighthouse [láithàus]
keeper [kíːpər]

understood [ʌ̀ndərstúd]
< understand

national [nǽʃənəl]
flag [flǽg]
point(動) [pɔ́int]

gesture [dʒéstʃər]

sunk [sʌ́ŋk]
< sink [síŋk]
add [ǽd]
crew [krúː]
thrown [θróun]
< throw
villager [vílidʒər]

shoulder [ʃóuldər] 発

clothes [klóuz] 発

8-25 On September 16th,/1890,/ a big typhoon hit Oshima Island,/Wakayama./ In the evening,/a big man covered with blood/rushed into the lighthouse keepers' room./ It was clear/that he was not Japanese./ The keepers soon understood/that an accident had happened at sea./"Whose ship are you on?"/they asked./But they couldn't make themselves understood/in Japanese./



8-26 The keepers took out a book of national flags./ They saw the man point his finger/at the Turkish flag./ Then,/with gestures,/the man told the keepers/that the ship had sunk./He added/that all the crew had been thrown/into the sea./

8-27 The villagers rushed to the place/where the accident had happened./ They carried the large Turkish men/on their shoulders./Then,/the villagers took their clothes off/and,/with their bodies,/warmed the Turkish men./

スクリプト True or False
1. The lighthouse keepers could not make themselves understood in Japanese.
2. The Turkish man told the keepers that the ship had sunk with gestures.

8-30 1. (T) / F 2. (T) / F

8-24
5 **rush into ～** ～に駆け込む 10 **make *oneself* understood** 自分の言うことを理解してもらう
11 **take out ～** ～を取り出す 12 **point *A* at *B*** *A*を*B*に向ける 16 **rush to ～** ～に駆けつける
17 **carry ～ on *one's* shoulder** ～を肩にかついで運ぶ 19 **take ～ off** ～を脱ぐ

8-31 Check Up! 本文に関する質問に英語で答えなさい。

1. What hit Oshima Island on September 16th, 1890?
— A big typhoon did.

2. Who rushed into the lighthouse keepers' room?
— A big man covered with blood did.

3. Where did the villagers rush to?
— They rushed to the place where the accident had happened.

8-32 Sum Up! 空所に適切な語を選んで入れなさい。

On September 16th, 1890, a big typhoon hit Oshima Island, Wakayama. A Turkish ship sank and a man covered with blood rushed into the lighthouse keepers' room. The villagers rushed to the place where the accident had happened. Then, they did everything they could for the Turkish men.

sank / typhoon / happened / where / lighthouse

8-33 Speak Out! ペアになって会話をしましょう。

A : Are you interested in national flags? Can you match these national flags with the names of the countries?

B : OK, I'll try. a is ______, b is ______, c is ______, and d is ______.

a 
b 
c 
d 

Switzerland / Australia / Brazil / India

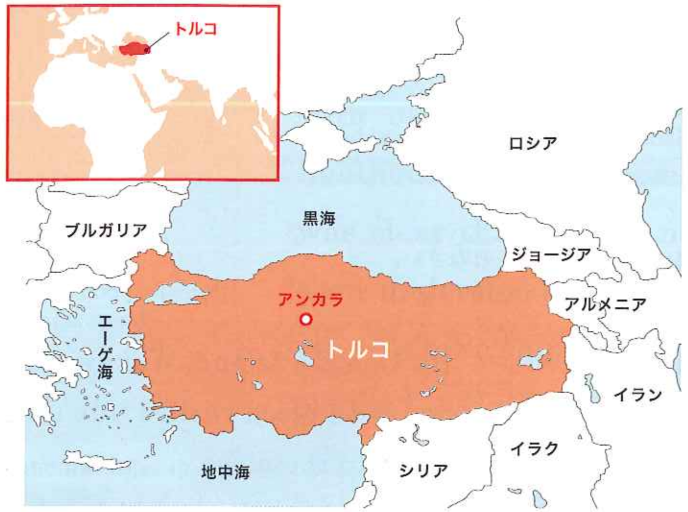
スクリプト A : Are you interested in national flags? Can you match these national flags with the names of the countries?
B : OK, I'll try. a is Australia, b is India, c is Switzerland and d is Brazil.

More Information



Information 1

トルコ情報



トルコ共和国
Republic of Turkey

世界で唯一アジアとヨーロッパの2つの地域にまたがる国。そのため，東西の文化が混じり合った独自の文化を持つ。

面積	780,576 km² (日本の約2倍)
人口	76,667,864人 (2013年)
首都	アンカラ
宗教	イスラム教(99%)
国旗	

Information 2

イラン・イラク戦争



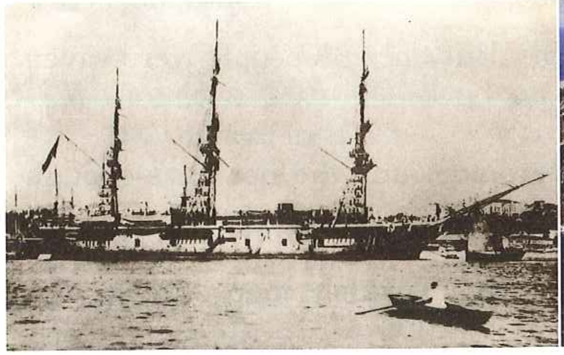


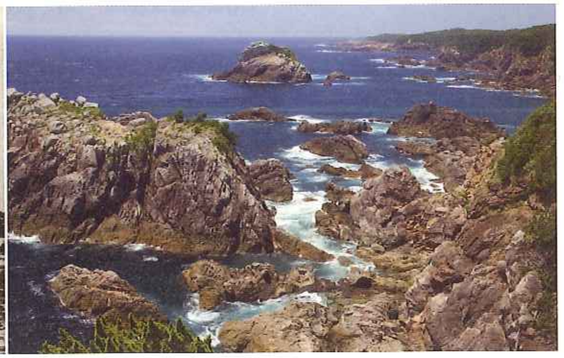
イランとイラクの間の国境をめぐる戦争。1980年から1988年までの8年間にわたって行われた。この戦争による両国の犠牲者は100万人を超えるとされる。

10

Information 3

エルトゥールル号





和歌山県紀伊大島の岩礁

艦種	木造軍艦(帆船)
全長	79.2m
幅	15.1m
重量	2,344トン

エルトゥールル号は1890年にトルコ(当時はオスマン帝国)の使節団を乗せて日本に来港した。明治天皇に謁見後，横浜港から神戸に向けて出航したが，和歌山県串本町沖で岩礁に衝突して沈没した。当時はかなり老朽化が進んでいたという。

Information 4

日本人を救ったトルコ航空機





オザル首相(当時)



イランからの脱出期限が迫る中，当時のトルコ首相オザルは日本人のために救援機を飛ばすことを決意。2機のトルコ航空機が駆けつけ，215名もの日本人を救出した。トルコ政府が日本人の救出を優先したことで自国の救援機に乗れなかったトルコ人も多数いたが(彼らは自動車で脱出した)，トルコ政府を批判する者はいなかったという。

8-34

Part 3 What did villagers do to help the Turkish crew?

8-39 ポーズ読み（フレーズ） 8-40 ポーズ読み（文）

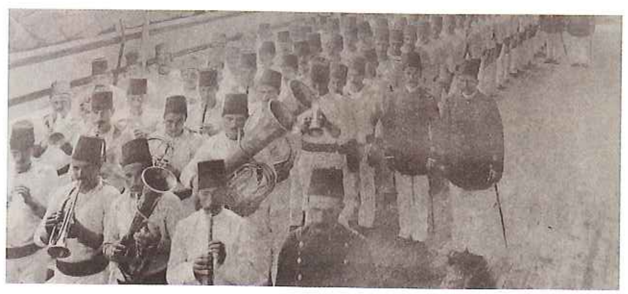
8-35
terrible [térəbl]
precious [préʃəs] 発
potato [pətéitou] 発 ア
alive [əláiv]
heart [hɑ́ːrt] 発
moreover [mɔːróuvər]

8-37 The name of the Turkish ship/was "the Ertugrul."/ The terrible accident happened/on the way from Yokohama to Kobe./ There were about 650 crew members/on board./ But only 69 people were saved/ by the villagers./

8-38 The villagers were poor/and did not have enough food to eat./ However,/they offered precious rice/and sweet potatoes/to the Turkish men./ Even the women and children/gave their own clothes to the poor men./ The Turkish men thought,/"If the villagers were not so kind,/we would not be alive now."/ They thanked the villagers/with all their hearts./ Moreover,/they never forgot/what the villagers had done for them./

スクリプト True or False
1. The accident happened on the way from Kobe to Yokohama.
2. The Turkish men did not thank the villagers.

8-41 1. T / (F) 2. T / (F)



エルトゥールル号の乗組員

8-36
2 **on the way from *A* to *B*** AからBへ行く途中で 4 **on board** 乗船して
6 **enough *A* to *do*** ～するのに十分なA 8 **sweet potato** サツマイモ 12 **with all *one's* heart** 心から

8-42 Check Up! 本文に関する質問に英語で答えなさい。

1. How many people were saved by the villagers?
— 69 people were.
2. What did the villagers offer the Turkish men?
— They offered them precious rice and sweet potatoes.
3. What didn't the Turkish men forget?
— They didn't forget what the villagers had done for them.

8-43 Sum Up! 空所に適切な語を選んで入れなさい。

Only 69 people on the Ertugrul were saved by the villagers. The villagers offered precious rice and sweet potatoes to them. The crew thought, "If the villagers were not so kind, we would not be alive now." They did not forget what the villagers had done for them.

what / were / saved / alive / precious

8-44 Speak Out! ペアになって会話をしましょう。

A: The villagers on Oshima did their best to help the Turkish men. What do you think of the villagers?
B: I think __________. How about you?
A: I think __________.

(a) they were very kind because they offered their precious food
(b) they were very brave because they rescued the Turkish men during the typhoon
(c) *Your idea*

スクリプト
A : The villagers on Oshima did their best to help the Turkish men. What do you think of the villagers?
B : I think they were very kind because they offered their precious food. How about you?
A : I think they were very brave because they rescued the Turkish men during the typhoon.

8-45

Part 4 Why do the Turkish people keep a strong friendship with the Japanese?

8-52 ポーズ読み（フレーズ） 8-53 ポーズ読み（文）

8-48 On September 20th,/a German ship arrived at Oshima/to take the Turkish men to Kobe./The time had come/when they had to leave Oshima./They were seen off/by the villagers/who had taken care of them/for three days./

8-46 **safely** [séɪfli]

8-49 "Get home safely."/

"Good-bye."/

deck [dék]
wave(動) [wéɪv]

All the crew on the deck/waved good-bye to the villagers./

8-50 On October 11th,/1890,/the 69 Turkish men/left Kobe for Turkey/on two Japanese ships./They arrived safely in Turkey/on January 2nd,/1891./A lot of Japanese people/learned about the accident/through the newspapers./Feeling sorry for the dead crew members,/they sent money/to their families in Turkey./

dead [déd] 形

8-51 The Ertugrul story has been passed on/for generations/in Turkey./So,/the Turkish keep a strong friendship/with the Japanese/over time./That is why/they helped the Japanese people/in the Iran-Iraq War./

generation [dʒènəréɪʃən]
friendship [fréndʃɪp]

スクリプト
True or False
1. The villagers took care of the Turkish men for three days.
2. The Ertugrul story is not popular in Turkey.

8-54 1. (T) / F 2. T / (F)

8-47
1 **German** [dʒə́ːrmən] ドイツの　4 **see ～ off** ～を見送る　4 **take care of ～** ～の世話をする
8 **wave good-bye to ～** ～に手を振って別れを告げる　13 **learn about ～** ～のことを知る
14 **feel sorry for ～** ～を気の毒に思う　16 **pass on ～** ～を伝える
16 **for generations** 何世代にも渡って　18 **over time** 時を超えて　18 **That is why ～** そういうわけで～

8-55 Check Up! 本文に関する質問に英語で答えなさい。

1. Who saw the Turkish men off ?
— The villagers (who had taken care of them for three days) did.

2. When did the Turkish men arrive in Turkey?
— They arrived there on January 2nd, 1891 .

3. Why did the Turkish help the Japanese people in the Iran-Iraq War?
— Because they kept a strong friendship with the Japanese over time.

8-56 Sum Up! 空所に適切な語を選んで入れなさい。

On September 20th, the Turkish men left Oshima for Kobe. They were seen off by the villagers. They arrived home safely three months later. The Ertugrul story has been passed on for generations in Turkey. So, the Turkish keep a strong friendship with the Japanese over time.

safely / seen / left / friendship / generations

8-57 Speak Out! ペアになって会話をしましょう。

A：The Ertugrul story was a wonderful story. What did you learn from it?
B：I learned that ______ . How about you?
A：I learned that ______ .

(a) people never forget the kindness they received
(b) the Japanese people in the Meiji era were very kind
(c) *Your idea*

スクリプト
A: The Ertugrul story was a wonderful story. What did you learn from it?
B: I learned that people never forget the kindness they receive. How about you?
A: I learned that the Japanese people in the Meiji era were very kind.

音読 Training!

Part 1

8-16 ポーズ読み（フレーズ） 8-17 ポーズ読み（文）

8-13 On March 17th, / 1985, / during the Iran-Iraq War, / Iraq surprised the world. / It announced, / "Forty-eight hours from now, / we will shoot down any airplanes / flying over Iran." / Foreign people in Iran / began to return home in a hurry. /

8-14 Unfortunately, / at that time, / there was no regular airline service / between Iran and Japan. / As a result, / more than 200 Japanese people / were left in Iran. / They almost lost hope of going home. / Then, / Turkish Airlines offered / special seats for them. / They were able to fly out of Iran / just in time. /

8-15 The next day, / the Japanese media took up the rescue / as their top news. / But they did not know / why Turkey saved the Japanese. / Some people thought / that one of the reasons was the Ertugrul accident / in 1890. / What was the Ertugrul accident? / (133)


START ▶ 1 2 3 4 5 6 7 8 9 10 GOAL


Part 2

8-28 ポーズ読み（フレーズ） 8-29 ポーズ読み（文）

8-25 On September 16th, / 1890, / a big typhoon hit Oshima Island, / Wakayama. / In the evening, / a big man covered with blood / rushed into the lighthouse keepers' room. / It was clear / that he was not Japanese. / The keepers soon understood / that an accident had happened at sea. / "Whose ship are you on?" / they asked. / But they couldn't make themselves understood / in Japanese. /

8-26 The keepers took out a book of national flags. / They saw the man point his finger / at the Turkish flag. / Then, / with gestures, / the man told the keepers / that the ship had sunk. / He added / that all the crew had been thrown / into the sea. /

8-27 The villagers rushed to the place / where the accident had happened. / They carried the large Turkish men / on their shoulders. / Then, / the villagers took their clothes off / and, / with their bodies, / warmed the Turkish men. / (140)

START ▶ 1 2 3 4 5 6 7 8 9 10 GOAL

Part 3

8-39 ポーズ読み（フレーズ） 8-40 ポーズ読み（文）

8-37 The name of the Turkish ship / was "the Ertugrul." / The terrible accident happened / on the way from Yokohama to Kobe. / There were about 650 crew members / on board. / But only 69 people were saved / by the villagers. /

8-38 The villagers were poor / and did not have enough food to eat. / However, / they offered precious rice / and sweet potatoes / to the Turkish men. / Even the women and children / gave their own clothes to the poor men. / The Turkish men thought, / "If the villagers were not so kind, / we would not be alive now." / They thanked the villagers / with all their hearts. / Moreover, / they never forgot / what the villagers had done for them. / (110)

START ▶ 1 2 3 4 5 6 7 8 9 10 GOAL

Part 4

8-52 ポーズ読み（フレーズ） 8-53 ポーズ読み（文）

8-48 On September 20th, / a German ship arrived at Oshima / to take the Turkish men to Kobe. / The time had come / when they had to leave Oshima. / They were seen off / by the villagers / who had taken care of them / for three days. /

8-49 "Get home safely." /

"Good-bye." /

All the crew on the deck / waved good-bye to the villagers. /

8-50 On October 11th, / 1890, / the 69 Turkish men / left Kobe for Turkey / on two Japanese ships. / They arrived safely in Turkey / on January 2nd, / 1891. / A lot of Japanese people / learned about the accident / through the newspapers. / Feeling sorry for the dead crew members, / they sent money / to their families in Turkey. /

8-51 The Ertugrul story has been passed on / for generations / in Turkey. / So, / the Turkish keep a strong friendship / with the Japanese / over time. / That is why / they helped the Japanese people / in the Iran-Iraq War. / (144)

START ▶ 1 2 3 4 5 6 7 8 9 10 GOAL

8-58 本文通し読み

Finish Up!

日本とトルコの交流を年表にまとめます。
本文の内容に合うように，空所に入る語を下から選んで書きなさい。

Date	Event
Sept. 16, 1890 – Sept. 19, 1890	A big ([1] typhoon) hit Oshima Island. A Turkish ship ([2] sank) near there. A big man rushed into the ([3] lighthouse) keepers' room. The ([4] villagers) saved 69 Turkish men and took care of them.
Sept. 20, 1890	A ([5] German) ship arrived at Oshima to take the Turkish men to Kobe.
Oct. 11, 1890	The Turkish men ([6] left) Japan for Turkey on two Japanese ships.
Jan. 2, 1891	The Turkish men ([7] arrived) safely in Turkey.
Mar. 17, 1985 – Mar. 20, 1985	([8] Iraq) announced that they would shoot down any airplanes flying over Iran. ([9] Turkish) Airlines offered special seats for the Japanese people left in Iran. The Japanese ([10] media) took up the rescue as their top news.

Iraq / arrived / lighthouse / typhoon / villagers
media / left / sank / Turkish / German

スクリプト True or False

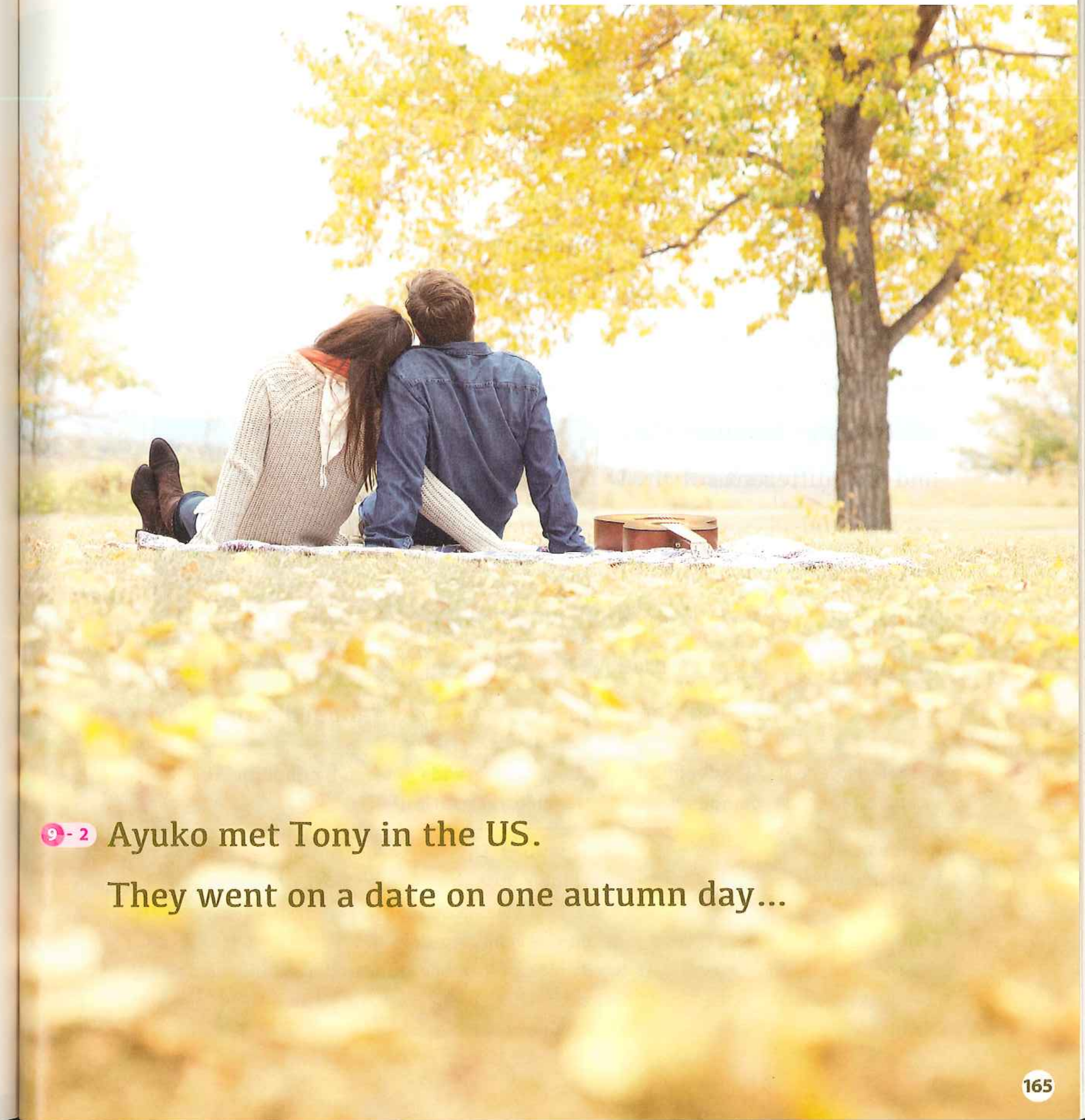
8-59 1. T / (F) 2. (T) / F 3. T / (F) 4. T / (F)

1. A big earthquake hit Oshima Island on September 16th, 1890.
2. A German ship arrived at Oshima on September 20th, 1890.
3. Japan Airlines offered special seats for the Japanese people.
4. The Turkish media took up the rescue as their top news.

9-1

Reading

One Autumn Date



9-2 Ayuko met Tony in the US.

They went on a date on one autumn day...

9-18 ポーズ読み（フレーズ）

9-13 When Ayuko was a high school student in Japan,/she decided to study abroad in the US. / Since she was very outgoing and adventurous,/she wanted to get out of her country/and see the big wide world. / Although her parents were against her idea/of studying in the US,/they were unable to stop Ayuko from going./ On a beautiful sunny day in May,/she left Japan for Boston,/ Massachusetts./

Her first week in America/was so exciting./ Her English wasn't good enough/to communicate with people easily,/ but she did her best/to speak to the students/she met on campus./ She met many students/who were from all over the world:/from countries like Morocco,/the Dominican Republic,/ Denmark,/Jordan,/and so on./ And she found everyone interesting/because they had very different cultural backgrounds/from hers./ She was also surprised/ that they were very good at English./



9-3 2 **outgoing** [àutgóuɪŋ] 3 **adventurous** [ədvéntʃərəs] 4 **wide** [wáɪd] 4 **although** [ɔːlðóu]
5 **unable** [ənéɪbl] 11 **campus** [kǽmpəs] 15 **cultural** [kʌ́ltʃərəl]

9-4 1 **decide to *do*** ～することに決める 2 **study abroad** 留学する 3 **get out of ～** ～から(外に)出る
5 **be unable to *do*** ～することができない 5 **stop *A* from *doing*** Aが～するのをやめさせる
6 **Boston** [bɔ́(:)stən] ボストン(マサチューセッツ州の州都) 7 **Massachusetts** [mæ̀sətʃúːsɪts] マサチューセッツ州
9 **enough to *do*** ～するのに十分なほど 10 **do *one's* best to *do*** ～するのに最善をつくす
12 **Morocco** [mərɑ́(:)kou] モロッコ 12 **the Dominican Republic** [dɑ(:)mɪ̀niːkən rɪpʌ́blɪk] ドミニカ共和国
13 **Denmark** [dénmɑːrk] デンマーク 13 **Jordan** [dʒɔ́ːrdən] ヨルダン 13 **and so on** ～など

9-19 ポーズ読み（フレーズ）



9-14 In her second week,/she met a boy at the library./ His name was Tony/and he was from Malaysia./ When Ayuko had to do a research paper,/she went to the school library for the first time./ She decided to use a library computer/to find a book for her assignment./ However,/ she didn't even know/how to turn on the computer./ To her surprise,/Tony appeared from nowhere./ He then found/where the book was,/took her to the shelf,/gave the book to her,/and went away without saying anything./ After that,/Ayuko often tried to look for Tony/and to talk to him./ Tony was a shy boy/so he didn't talk much,/but Ayuko liked to spend time with him/ anyway./ That's because/she knew he was a kind guy./

Soon after the summer vacation was over,/Ayuko and Tony became a couple./ But their relationship didn't seem/to become closer./ Unlike a typical American couple on campus,/Tony didn't hold her hand/when they walked./ "Does he really love me?/ Or are we just friends?"/Ayuko would often ask herself./

9-5 8 **assignment** [əsáɪnmənt] 10 **nowhere** [nóuhwèər] 11 **shelf** [ʃélf] 13 **shy** [ʃáɪ]
14 **spend** [spénd] 15 **anyway** [éniwèɪ] 15 **guy** [gáɪ] 17 **couple** [kʌ́pl] 18 **typical** [típɪkəl]

9-6 3 **Tony** [tóuni] トニー 9 **how to *do*** ～のし方 9 **turn on ～** ～のスイッチを入れる
9 **to *one's* surprise** ～が驚いたことには 10 **from nowhere** どこからともなく 12 **go away** 立ち去る
16 **be over** 終わる

9-20 ポーズ読み（フレーズ）

9-15 In the beginning of November,/however,/Tony suddenly asked Ayuko out/for a drive to Maine./ It takes about four hours/to drive there from their college./

In autumn,/it is covered with beautiful colored leaves:/yellow,/red,/and orange./ Every year during this season,/many tourists from all over the world/come to see this wonderful view./

Ayuko was so excited./ Of course,/they had been to the malls,/museums,/and movies,/but all the dates had been arranged by Ayuko./ It was the first time/that Tony had asked her for a date./ She bought a new pair of boots/and a pretty-looking coat./

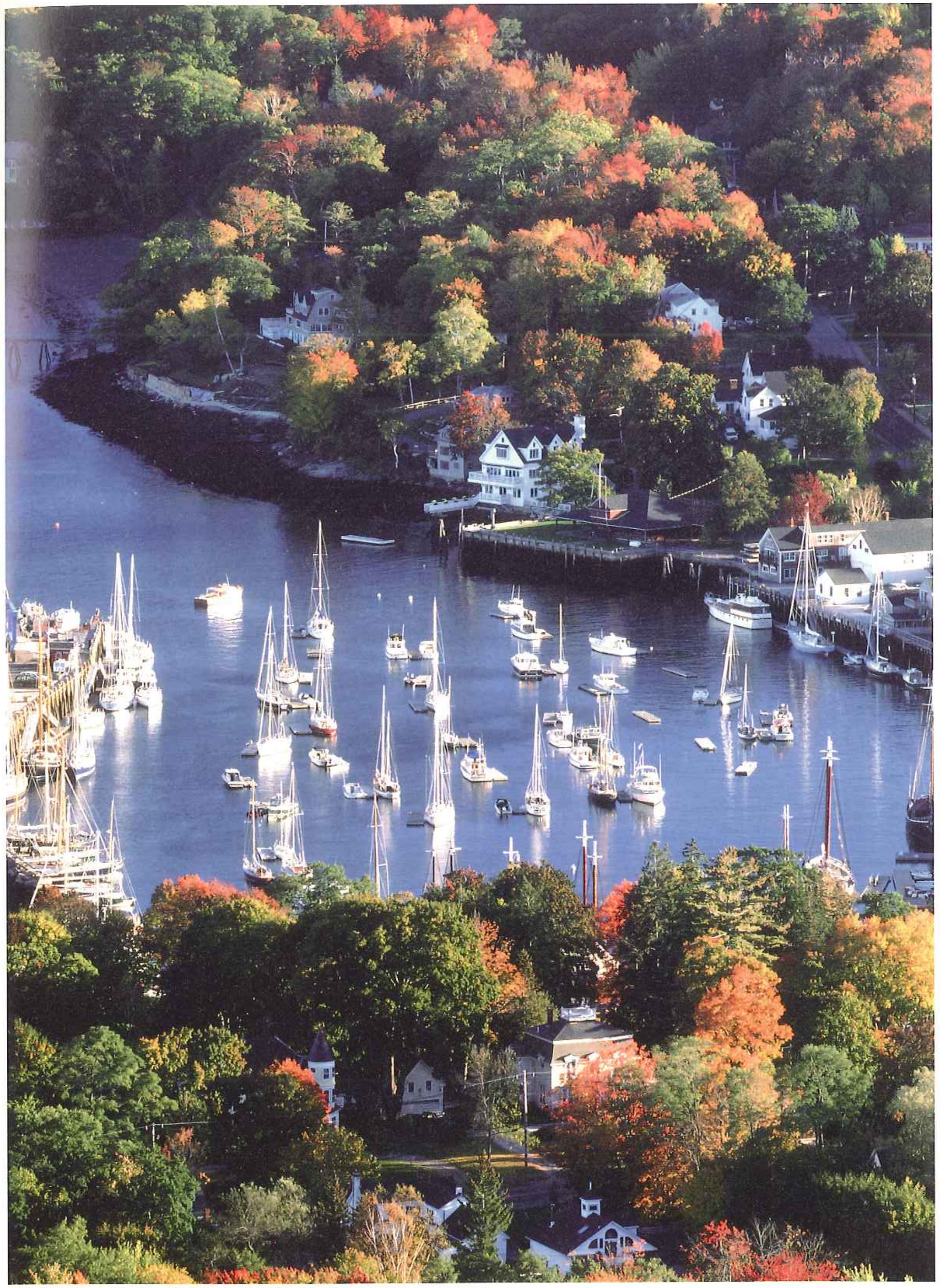
Finally the day came./ They set off at 5:00 a.m./ Ayuko was talking one-sidedly/on their way to Maine./ Tony was nodding and smiling./

When they got to the top of the hill/around 10:00 a.m.,/she was amazed/to see the beautiful view./ It was like a painting./ The red,/yellow,/and orange colors were dancing/on a green carpet/under the blue sky./

They put a blanket on the ground/and ate sandwiches and rice balls/that Ayuko had made./ Tony brought hot chocolate/in a thermos bottle./

9-7 1 **beginning** [bɪgínɪŋ] 1 **suddenly** [sʌ́dənli] 3 **college** [kɑ́(:)lɪdʒ] 4 **autumn** [ɔ́:təm]
4 **leaves** [lí:vz] < **leaf** [lí:f] 6 **view** [vjú:] 7 **mall** [mɔ́:l] 8 **arrange** [əréɪndʒ] 10 **boot** [bú:t]
12 **one-sidedly** [wʌ̀nsáɪdɪdli] 12 **nod** [nɑ́(:)d] 13 **hill** [híl] 14 **amaze** [əméɪz]
14 **painting** [péɪntɪŋ] 17 **blanket** [blǽŋkət] 19 **thermos** [θə́:rməs]

9-8 1 **ask ～ out for a drive** ～をドライブに誘う 2 **Maine** [méɪn] メイン州
10 **pretty-looking** かわいく見える 11 **set off** 出発する 12 **on *one's* way to ～** ～へ行く途中で
13 **be amazed to *do*** ～して驚く 17 **rice ball** おにぎり
18 **hot chocolate** ホットチョコレート(チョコレートなどを溶かした甘い飲み物) 19 **thermos bottle** 魔法びん



Maine in autumn

9-21 ポーズ読み（フレーズ）

9-16 They were talking happily/for the first thirty minutes./ Then/they became silent for a while./ Ayuko expected/something romantic would happen./

Tony was the one/who broke the silence./ He said,/"A-yu-ko?"/

Ayuko thought/that Tony would kiss her./ She was both excited and nervous/as she answered,/"Yes, Tony?"/

To her surprise,/he took off his duffle coat/and put it on her./

Ayuko had no choice but to say,/"Thank you,/Tony."/

Then silence came again./

Another few minutes passed./ Ayuko thought about saying something,/ but she didn't./ She didn't want to break/the romantic mood between them./

Then another ten minutes passed,/Tony said again,/"A-yu-ko?"/

"Here he comes!/ Finally/he has decided to kiss me!"/ she thought./

She looked Tony in the eyes/and said,/"Yes,/Tony?"/

"All right."/ Then he took off his sweater/and put it on her,/saying,/"Maybe you've got a cold."/

Again,/Ayuko had no choice but to say to him,/"Thank you Tony,/but aren't you cold?"/

9-9 2 **silent** [sáɪlənt] 2 **expect** [ɪkspékt] 3 **romantic** [roʊmǽntɪk] 4 **silence** [sáɪləns] 5 **kiss** [kís] 6 **nervous** [nɔ́ːrvəs] 7 **duffle** [dʌ́fəl] 8 **choice** [tʃɔ́ɪs] 12 **mood** [múːd] 17 **sweater** [swétər]

9-10 2 **for a while** 少しの間 4 **the one who ～** ～する人 7 **duffle coat** ダッフルコート 8 **have no choice but to *do*** ～せざるをえない 10 **think about *doing*** ～しようかと考える 16 **look ～ in the eyes** ～(の目)をじっと見る 18 **get a cold** かぜをひく

9-22 ポーズ読み（フレーズ）

9-17 "Well,/yeah./ What do you think?/ But if you are cold,/it's my job/to warm you up."/said Tony,/shivering./

"That's very kind of you,/but you don't have to do that./ I'm not as cold as you are."/

Tony said,/"Why?/ I asked you twice/and you said 'Yes'!"/

She suddenly understood/all the strange behavior of her boyfriend./

He wasn't calling her name;/he was asking her/if she was cold!/

Ayuko started laughing./ Tony also laughed,/knowing what happened./ Ayuko grabbed him,/hugged him tightly,/and said,/"I love you,/Tony."/

Tony,/with a face red like a tomato,/said,/"I love you too,/Ayuko."/

Ayuko answered with a smile,/"No,/I'm not cold now!"/



9-11 2 **shiver** [ʃívər] 5 **twice** [twáɪs] 6 **behavior** [bɪhéɪvjər] 6 **boyfriend** [bɔ́ɪfrènd] 9 **grab** [grǽb] 9 **hug** [hʌ́g] 9 **tightly** [táɪtli]

9-12 2 **warm ～ up** ～を暖める 3 **That's very kind of you** それはどうもご親切に 3 **not as＋原級＋as ...** …ほど～ない 7 **ask *A* if ～** *A*に～かどうか尋ねる 11 **with a face red** 顔を赤くして

Comprehension

1 本文の内容に合うように，次の各文を正しい順序に並べかえなさい。

1. Ayuko decided to go to the US to study.
2. Ayuko made rice balls and sandwiches.
3. Tony asked Ayuko if she was cold.
4. Ayuko met a lot of international students on campus.
5. Ayuko went to the library to do her research.
6. Tony drove his car to Maine.
7. Tony asked Ayuko for a date.
8. Tony took off his duffle coat and put it on Ayuko.

(1 → 4 → 5 → 7 → 2 → 6 → 3 → 8)

2 次の各文について，本文と内容が合っていればＴを，合っていなければＦを書きなさい。

1. Ayuko's parents didn't want to send her daughter abroad. (T)
2. Ayuko knew how to use a computer, but she couldn't find the book in the library. (F)
3. It was their first date when Ayuko and Tony went to Maine to see the colored leaves. (F)
4. Tony brought something to drink for the date. (T)
5. Ayuko said she was cold, so Tony put his coat on her. (F)

3 Ayukoの最後のセリフにはどのような意味が込められているのでしょうか？
みんなで話し合ってみましょう。

（例）なかなか親密になれなくてトニーの気持ちに疑心暗鬼になっていたが，今回の勘違いを通して
トニーと親密になれ，心が満たされたという意味が込められている。

Grammar のまとめ



Grammar のまとめ — LESSON 1 —

1 進行形

型式 **be 動詞＋動詞の -ing 形**　意味 ～している（ところだ）

ある動作が進行中であることを表します。be 動詞が過去形のときは「～していた」の意味になります。

1. Tom **is playing** tennis now. ＜現在進行形＞
（トムは今テニスをしているところだ）
2. Tom **was playing** tennis around 4 p.m. ＜過去進行形＞
（トムは午後４時ごろテニスをしていた）

be 動詞とは is, am, are（過去形は was, were）のことだよ。



2 助動詞

型式 **can/may＋動詞の原形**　意味 ～することができる / ～するかもしれない

動詞だけでは表しきれない意味を can などの助動詞で補います。

1. She **can** play the piano.（彼女はピアノを弾くことができる）
2. He **may** be at home.（彼は家にいるかもしれない）
3. We **must** be kind to everyone.（私たちはだれにでも優しくしなければならない）
4. You **should** study hard.（あなたは熱心に勉強すべきだ）

未来を表す will（～するつもりだ，～だろう）も助動詞の１つだよ。



3 受動態

型式 **be 動詞＋動詞の過去分詞**　意味 ～される［されている］

動作を受ける側の人・物を主語にした言い方です。be 動詞が過去形のときは「～された」の意味になります。動作を行う人・物は by ～で表します。

1. ［能動態］ They love Tom .（彼らはトムを愛している）
［受動態］ Tom **is loved** by them .（トムは彼らに愛されている）
2. This cake **was made** *by* Cathy.（このケーキはキャシーによって作られた）
3. English **is spoken** in the US.（アメリカでは英語が話されている）

動作を行う人・物がわからない場合や，言う必要がない場合は，by ～を付けなくていいんだよ。



Grammar のまとめ — LESSON 2 —

1 動名詞

型式 **動詞の -ing 形**　意味 ～すること

動詞の -ing 形で「～すること」という名詞の働きをします。名詞と同じように，文の中で主語・補語・目的語になります。

1. **Watching** movies is fun.（映画を見ることは楽しみです）［主語］
2. My hobby is **watching** movies.（私の趣味は映画を見ることです）［補語］
3. I like **watching** movies.（私は映画を見ることが好きです）［目的語］

動詞と名詞の両方の働きをするから「動名詞」っていうんだね。



2 3 現在完了形

型式 **have[has]＋動詞の過去分詞**

意味
1（今まで）ずっと～である［継続］
2（今までに）～したことがある［経験］
3（今）～したところだ，（すでに）～して（しまって）いる［完了］

過去に起こったことが現在とつながりを持っていることを表します。主に次の３つの用法があります。

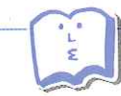
1 継続　過去の状態が現在まで継続していることを表します。

1. I **have lived** in India *for* two years.（私は２年間ずっとインドに住んでいる）
2. He **has been** famous *since* then.（彼はそのときからずっと有名である）

2 経験　過去から現在までに経験したことがあることを表します。

1. I **have met** Tom *twice*.（私はトムに二度会ったことがある）
2. She **has** *never* **visited** the temple.（彼女はその寺を一度も訪れたことはない）

それぞれの用法でよく使われる斜体字の語もあわせて覚えておこうね。



3 完了　過去からの動作が現在までに完了したことを表します。

1. We **have** *just* **heard** the news.（私たちはちょうどその知らせを聞いたところだ）
2. They **have** *already* **watched** the movie.（彼らはすでにその映画を見てしまっている）

Grammar のまとめ — LESSON 3 —

1 不定詞（名詞的用法）

型式 **to＋動詞の原形**　意味 ～すること

〈to＋動詞の原形〉で名詞の働きをします。名詞と同じように，文の中で主語・目的語・補語になります。

1. I hope **to live** in France.（私はフランスに住むことを望んでいる）
   目的語
2. Her dream is **to be** a singer.（彼女の夢は歌手になることだ）
   補語

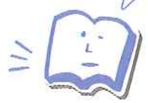


2 原級を使った比較

型式 **as＋原級＋as ...**　意味 …と同じくらい～だ

２つのものを比べて程度が同じくらいであることを表します。

1. Soccer is **as *popular* as** baseball in Japan. ＜形容詞の原級＞
   （サッカーは日本では野球と同じくらい人気がある）
2. Tony runs **as *fast* as** Jack. ＜副詞の原級＞
   （トニーはジャックと同じくらい速く走る）



3 比較級・最上級を使った比較

型式① **比較級＋than ...**　意味 …よりも～だ
型式② **the＋最上級＋of[in] ...**　意味 …の中で最も～だ

型式①は，２つのものを比べて一方の程度がより高いことを表します。

1. Soccer is ***more popular* than** baseball in France. ＜形容詞の比較級＞
   （サッカーはフランスでは野球よりも人気がある）
2. Jack can run ***faster* than** Tony. ＜副詞の比較級＞
   （ジャックはトニーより速く走ることができる）

型式②は，３つ以上のものの中で程度が最も高いことを表します。

3. Soccer is **the *most popular* of** all sports. ＜形容詞の最上級＞
   （サッカーはすべてのスポーツの中で最も人気がある）
4. Jack can run **(the) *fastest* in** our class. ＜副詞の最上級＞
   （ジャックは私たちのクラスでいちばん速く走ることができる）



Grammar のまとめ — LESSON 4 —

1 不定詞（副詞的用法）

型式 **to＋動詞の原形**　意味 ～するために，～して…

〈to＋動詞の原形〉で副詞の働きをします。副詞のように，動詞・形容詞などを修飾して「目的」や「感情の原因」などの意味を表します。

1. I got up early **to catch** the first train.（私は始発の電車に乗るために早起きした）＜目的＞
2. I'm happy **to see** you.（私はあなたに会えてうれしい）＜感情の原因＞

2 不定詞（形容詞的用法）

型式 ***A*[名詞]＋to＋動詞の原形**　意味 ～する（ための）*A*

〈to＋動詞の原形〉で形容詞の働きをして，形容詞のように名詞を修飾します。形容詞は名詞の前から修飾しますが，形容詞的用法の不定詞は名詞を後ろから修飾します。

1. a. He has many friends.（彼にはたくさんの友だちがいる）
   形容詞
   b. He has friends **to help** him.（彼には彼を助けてくれる友だちがいる）
   形容詞的用法の不定詞
2. I have a lot of things **to do** today.（私には今日することがたくさんある）

3 It ～ to 不定詞の形式主語構文

型式 **It is＋形容詞＋(for *A*)＋to不定詞**　意味 （*A* が）～することは…である

不定詞が文の主語になる場合は，形式主語の It を前に置いて，真の主語である不定詞を後ろにまわします。

1. **To study** English is important. ※この形はあまり使われない。
   主語
   → **It** is important **to study** English.（英語を勉強することは大切だ）
   形式主語　真の主語



「～すること」の動作を行う人・物を示したい場合は，for *A* を不定詞の前に置きます。

2. **It** is important **for** you **to study** English.（あなたが英語を勉強することは大切だ）

Grammar のまとめ — LESSON 5 —

1 関係代名詞（主格）

型式① **A[人]+who[that]+V**　　意味 V する A[人]
型式② **A[物]+which[that]+V**　　意味 V する A[物]

関係代名詞は節を作って，名詞を後ろから修飾します。その節の中で，主格の関係代名詞は主語 (S) の働きをします。

1. I met a woman. + She spoke Chinese.（She = S）
   → I met a woman **who[that]** spoke Chinese. <人を修飾>（who[that] = S, spoke = V, Chinese = O）
   （私は中国語を話す女性に会った）

2. This is a novel **which[that]** is popular among us. <物を修飾>（which[that] = S, is = V, popular = C）
   （これは私たちの間で人気のある小説です）

> 節とは〈主語+動詞〉を含む語句の集まりだよ。Preparatory Lesson 3 (p.8)を確認しよう。

2 関係代名詞（目的格）

型式① **A[人]+whom[who, that]+S+V**　　意味 S が V する A[人]
型式② **A[物]+which[that]+S+V**　　意味 S が V する A[物]

関係代名詞は節を作って，名詞を後ろから修飾します。その節の中で，目的格の関係代名詞は目的語(O)の働きをします。目的語の働きをする関係代名詞は省略されることもあります。

1. He is the man. + I met him at the party.（him = O）
   → He is the man **(whom[who, that])** I met at the party. <人を修飾>（whom = O, I = S, met = V）
   （彼は私がパーティーで会った男性です）

2. This is the book **(which[that])** he wrote last year. <物を修飾>（which = O, he = S, wrote = V）
   （これは彼が昨年書いた本です）

> **whom**は主に書き言葉で，**who**は話し言葉で使われるよ。

3 間接疑問文

型式 **S+V+(O)+why ～**　　意味 S はなぜ～か (O に) V する

why などの疑問詞で始まる疑問文が，別の文の中で目的語 (O) などになることがあります。これを**間接疑問文**といいます。間接疑問文では，疑問詞の後ろは平叙文の語順になります。

1. I know + Why is he angry?
   → I know **why** he is angry.（I = S, know = V, why he is angry = O）
   （私はなぜ彼が怒っているのか知っている）

2. She asked me + When did World War II end?
   → She asked me **when** World War II ended.（She = S, asked = V, me = O, when World War II ended = O）
   （彼女はいつ第二次世界大戦が終わったのか私に尋ねた）

> 疑問詞には次のものがあるよ。
> **what**（何が）
> **who**（だれが）
> **which**（どちらが）
> **why**（なぜ）
> **when**（いつ）
> **where**（どこで）
> **how**（どのように）

4 It ～ that 節の形式主語構文

型式 **It is+形容詞+that+S+V**　　意味 S が V することは～だ

that 節が文の主語になる場合は，**形式主語**の It を前に置いて，真の主語である that 節を後ろにまわします。

1. That he takes the test is important.（That he takes the test = 主語）※この形はあまり使われない。
   → **It** is important **that** he takes the test.（It = 形式主語, that he takes the test = 真の主語）
   （彼がそのテストを受けることは大切だ）

「S が V することは～であった」と過去のことを言う場合は，It is を It was にします。そのときは，that 節の中の動詞もふつう過去形になります。

2. **It** *was* important **that** he *took* the test.
   （彼がそのテストを受けることは大切だった）

> 長い主語を避けて形式主語を使うのはIt ～ to 不定詞 (p.177)の場合と同じだね。Itは「それ」と訳してはいけないよ。

Grammar のまとめ — LESSON 6 —

1 過去分詞の形容詞的用法

型式① 過去分詞＋A[名詞]
型式② A[名詞]＋過去分詞 …
意味 ～される[された] A

過去分詞が，形容詞のように名詞を修飾します。
過去分詞が1語のときは名詞を前から修飾し，過去分詞がほかの語を伴うときは名詞を後ろから修飾します。

1. This is a **broken** watch. ＜過去分詞 1 語＞
(これは壊れた腕時計です)

2. This is the watch **broken** by Tom. ＜過去分詞＋ほかの語＞
(これはトムに壊された腕時計です)

2 現在分詞の形容詞的用法

型式① 現在分詞＋A[名詞]
型式② A[名詞]＋現在分詞 …
意味 ～している[する] A

現在分詞が，形容詞のように名詞を修飾します。
現在分詞が 1 語のときは名詞を前から修飾し，現在分詞がほかの語を伴うときは名詞を後ろから修飾します。

1. Look at the **sleeping** dog. ＜現在分詞 1 語＞
(その眠っているイヌを見てごらん)

2. Look at the dog **sleeping** under the tree. ＜現在分詞＋ほかの語＞
(木の下で眠っているイヌを見てごらん)

3 過去完了形

型式 had＋動詞の過去分詞

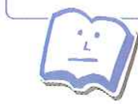
意味
1 (過去のある時点まで) ずっと～だった [継続]
2 (過去のある時点までに) ～したことがあった [経験]
3 (過去のある時点までに) ～して (しまって) いた [完了]

過去のある時点と，さらに前の過去の出来事がつながりを持っていることを表します。現在完了形と同じように，「継続」,「経験」,「完了」の用法があります。

1 I **had lived** in the US for two years *before I came to Japan*. ＜継続＞
(I had lived in the US for two years：さらに前の出来事／before I came to Japan：過去のある時点)
(私は日本にやって来る前にアメリカに 2 年間ずっと住んでいた)

2 I **had** never **seen** an opera *until I visited Italy*. ＜経験＞
(イタリアを訪れるまで私はオペラを見たことがなかった)

3 The party **had** already **started** *when we arrived*. ＜完了＞
(私たちが到着したときにはパーティーはすでに始まっていた)



! PLUS ONE

過去完了形は，過去より前のこと (大過去) を表すために使われることもあります。
I heard that Ken **had come** back to Japan. (私はケンが日本に帰ってきたと聞いた)
(heard：過去／had come：過去より前)

4 関係代名詞 what

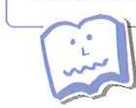
型式 what＋S＋V　　意味 SがVするもの[こと]

関係代名詞の what は “the thing(s)＋関係代名詞 which” の意味を 1 語で表します。what が作る節は名詞の働きをして，文の中で主語・補語・目的語になります。

1. **What** he said was interesting. (彼が言ったことはおもしろかった)
(What he said：主語)

2. That is **what** I want to say. (それが私の言いたいことだ)
(what I want to say：補語)

3. I didn't hear **what** she said. (私は彼女が言ったことが聞こえなかった)
(what she said：目的語)



Grammar のまとめ — LESSON 7 —

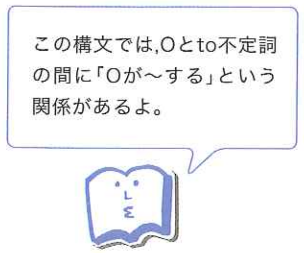
1 S+V+O+to 不定詞

型式 **want/tell/ask+O+to 不定詞**

意味 Oに～してほしい / ～するように言う / ～するように頼む

〈動詞[V]+O〉の後ろに to 不定詞を続けて，「O に～するように V する」の意味を表します。

1. We **want** *you* **to come** with us.
（私たちはあなたにいっしょに来てほしい）
2. The teacher **told** *Jack* **to study** hard.
（その先生はジャックに熱心に勉強するように言った）
3. I **asked** *her* **to call** me back.
（私は彼女に電話をかけ直してくれるように頼んだ）

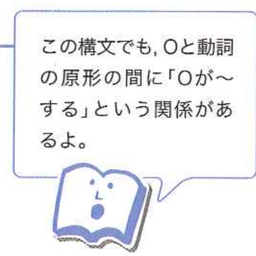


2 S+V[使役動詞]+O+動詞の原形

型式 **make/have/let+O+動詞の原形**　意味 Oに～させる

相手に「～させる」の意味を表す動詞を**使役動詞**といいます。
〈使役動詞+O〉の後ろに動詞の原形を続けて,「Oに～させる」の意味を表します。

1. My mother **made** *me* **clean** my room. ＜(強制的に)～させる＞
（母は私に部屋を掃除させた）
2. I had *the taxi driver* **carry** my bag. ＜(依頼して)～させる，してもらう＞
（私はタクシーの運転手にバッグを運んでもらった）
3. My father **let** *me* **go** to the party. ＜(許可して)～させる，させてやる＞
（父は私をパーティーに行かせてくれた）



3 関係副詞 where

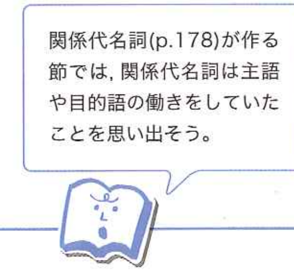
型式 ***A*[場所]+where+S+V**　意味 SがVする*A*[場所]

関係副詞 where は節を作って，「場所を表す名詞」を後ろから修飾します。その節の中で，関係副詞 where は副詞の働きをします。

This is the hotel. + We stayed there yesterday.
（there：副詞）

→ This is the hotel **where** we stayed yesterday.
（where：副詞　we：S　stayed：V）

（これは私たちが昨日泊まったホテルです）



4 関係副詞 when

型式 ***A*[時]+when+S+V**　意味 SがVする*A*[時]

関係副詞 when は節を作って，「時を表す名詞」を後ろから修飾します。その節の中で，関係副詞 when は副詞の働きをします。

I remember the day. + I first met you then.
（then：副詞）

→ I remember the day **when** I first met you.
（when：副詞　I：S　met：V）

（私はあなたに初めて会った日を覚えている）

! PLUS ONE

why も関係副詞として使うことがありますが，修飾する名詞は reason(理由)だけです。

Tell me the reason **why** she is angry.

（彼女が怒っている理由を教えてよ）

Grammar のまとめ — LESSON 8 —

1 S＋V［知覚動詞］＋O＋動詞の原形

型式 **see/hear＋O＋動詞の原形**

意味 Oが～するのを見る / 聞く

「見る」,「聞く」などの知覚に関する意味を表す動詞を**知覚動詞**と言います。〈知覚動詞＋O〉の後ろに動詞の原形を続けて,「Oが～するのをVする」の意味を表します。

1. He **saw** *Lisa* **cross** the street.
（彼はリサが道路を横切るのを見た）
2. I **heard** *Mark* **sing** the song.
（私はマークがその歌を歌うのを聞いた）

> この構文では,Oと動詞の原形の間に「Oが～する」という関係があるよ。



2 S＋V［知覚動詞］＋O＋現在分詞

型式 **see/hear＋O＋現在分詞**

意味 Oが～しているのを見る / 聞く

〈知覚動詞＋O〉の後ろに現在分詞を続けて,「Oが～しているのをVする」の意味を表します。進行中の動作をVすることを表します。

1. He **saw** *Lisa* **crossing** the street.
（彼はリサが道路を横切っているのを見た）
2. I **heard** *Mark* **singing** the song.
（私はマークがその歌を歌っているのを聞いた）

> この構文では, Oと現在分詞の間に「Oが～している」という関係があるよ。



! PLUS ONE

〈知覚動詞＋O〉の後ろに過去分詞が続くこともあります。
この場合は,「O が～される［されている］のを V する」の意味を表します。

I **heard** *my name* **called**.
（私の名前が呼ばれるのを聞いた）

3 現在分詞の分詞構文（時・理由）

型式 **～ing, S＋V**

意味 ～するときにSはVする, ～するのでSはVする

現在分詞で始まる語句が副詞句の働きをして, 主文（の動詞）を修飾することがあります。これを**分詞構文**といいます。現在分詞で始まる語句が文頭に置かれると, **時**「～するときに」や **理由**「～なので」などの意味をよく表します。

1. **Playing** soccer, I hurt my leg. <時>
（サッカーをしていたとき, 私は脚にけがをした）
2. **Feeling** sick, he went to see a doctor. <理由>
（気分が悪かったので, 彼は医者に診てもらいに行った）

> 分詞構文はいろいろな意味を表すから, 前後の文脈から意味を判断しよう。



! PLUS ONE

過去分詞で始まる語句も主文（の動詞）を修飾することがあります。過去分詞で始まる語句は「～されるときに」「～されるので」などの受け身の意味になります。

Written by a famous writer, this book is very popular.
（有名な作家によって書かれているので, この本はとても人気がある）

4 現在分詞の分詞構文（付帯状況・連続した動作）

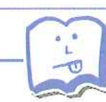
型式 **S＋V, ～ing**

意味 ～しながらSはVする, SはVして（それから）～する

現在分詞で始まる語句が文末に置かれると, **付帯状況**「～しながら」や **連続した動作**「～して（そして）…する」などの意味をよく表します。

1. We ate lunch(,) **watching** TV. <付帯状況>
（私たちはテレビを見ながら昼食を食べた）
2. We left Tokyo at 8, **arriving** in Nagoya at 10. <連続した動作>
（私たちは 8 時に東京を出て, 10 時に名古屋に着いた）

> **付帯状況**とはある状態のままで何かほかの動作をしていることだよ。



Grammar のまとめ — LESSON 9 —

1 仮定法過去

型式 **If＋S'＋動詞の過去形, S＋would/could/might＋動詞の原形**

意味 もし(今)S' が～ならば, S は…だろうに / できるのに / かもしれないのに

現在の事実と違うことや, 実際には起こり得ないことを述べる場合,
現在のことでも過去形が使われます。これを**仮定法過去**といいます。

1. **If** I **had** a car, I **would drive** every day.
   (もし私が車を持っていれば [実際には持っていない], 毎日ドライブするだろうに)
2. **If** I **knew** his phone number, I **could call** him.
   (もし私が彼の電話番号を知っていれば [実際には知らない], 彼に電話できるのに)
3. **If** I **were** you, I **might choose** a different way.
   (もし私があなたなら [実際にはそうではない], 別の方法を選ぶかもしれないのに)



PLUS ONE

If ～が実際に起こり得ることを述べる場合は , 現在のことは現在形を使います。

If you *are* under 18, you *cannot* get a driver's license.
(あなたが 18 歳以下なら, 運転免許を取ることができない)

2 助動詞を含む受動態

型式 **will/can/may ＋be＋過去分詞**

意味 ～されるだろう / ～されることができる / ～されるかもしれない

助動詞を含む文も受動態にすることができます。

1. Her new CD **will be sold** soon.(彼女の新しい CD はすぐに販売されるだろう)
2. This castle **can be seen** in Italy.(この城はイタリアで見る [←見られる] ことができる)
3. The game **may be canceled**.(その試合は中止されるかもしれない)

PLUS ONE

must＋be＋過去分詞は「～されなければならない, ～されるにちがいない」,
should＋be＋過去分詞は「～されるべきだ」の意味になります。

1. The meeting **must be held**.(会議は開催されなければならない / されるにちがいない)
2. The meeting **should be held**.(会議は開催されるべきだ)

3 倍数表現

型式 **～ times as ＋原級＋as *A***　　意味 *A* の～倍…だ

原級を使った比較 (p.176) の前に～ times を付けると, 「～倍…だ」という言い方ができます。ただし, 「2 倍…だ」は～ times の代わりに twice を使います。

1. Colombia is ***three times* as large as** Japan.
   (コロンビアは日本の 3 倍の広さだ)
2. Chile is ***twice* as large as** Japan.
   (チリは日本の 2 倍の広さだ)



PLUS ONE

「半分 (2 分の 1) の…だ」は half を使います。

Japan is ***half* as large as** Chile.
(日本はチリの半分の広さだ)

4 seem を使った表現

型式① **It seem that S＋V**
型式② **S＋seem＋to 不定詞**
} 意味 S は～する [である] ようだ

seem は「～のように見える, 思われる」の意味を表す動詞です。
型式①と②は, 次のように言い換えることができます。

1. **It seems that** Mr. West knows the truth. < 型式①>
   ＝Mr. West **seems to** know the truth. < 型式②>
   (ウエストさんは真実を知っているようだ)
2. **It seemed that** Beth was really tired. < 型式①>
   ＝Beth **seemed to** be really tired. < 型式②>
   (ベスは本当に疲れているようだった)



新出語リスト

・数字は初出ページを表します。

固有名詞

重要表現リスト

・数字は初出ページを表します。

N

O

P

R

S

T

U

W

LANDMARK Fit English Communication I Teacher's Book

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Classroom English

9-23 先生から生徒へ

Open your books to page 7. / Turn to page 7.
7 ページを開いてください。

Close your books.
本を閉じてください。

Repeat after me.
先生のあとについて言ってください。

What is the answer to question No. 2?
問２の答えは何ですか。

Excellent! / Very good! / Good job!
よくできました！

Any questions?
質問はありますか。

Find a partner. / Make pairs.
ペアになってください。

Get into groups of three people.
３人のグループをつくってください。

Raise your hand if you know the answer.
答えがわかった人は手を挙げてください。

Any volunteers?
だれかやってみてもらえますか。

Pass the handout to the front.
プリントを前に送ってください。

Look up the word in your dictionary.
その単語を辞書で調べてください。



9-24 もう一度言ってほしいとき

Could you repeat that, please?
Could you say that again, please?
もう一度言っていただけますか。

ゆっくり話してほしいとき

Could you speak more slowly?
もっとゆっくり話していただけますか。

9-25 説明を求めるとき

Could you explain it again?
もう一度説明をお願いできますか。

音量を上げてもらいたいとき

Could you turn up the volume?
ボリュームを上げていただけますか。

説明や質問の意味がわからないとき

I don't understand.
わかりません。



9-26 質問したいとき

May I ask you a question?
質問してもいいですか。

What does ～ mean?
～はどういう意味ですか。

How do you say ～ in English?
～は英語で何というのですか。

How do you spell that?
それはどういうつづりですか。

How do you pronounce this word?
この単語はどのように発音しますか。



ペアワークやグループワークのとき

9-27

Which role are you going to play?
どっちの役をやる？

I'll go first.
私が先にやるよ。

It's your turn.
あなたの番よ。

How about you?
あなたはどうなの？

9-28

I'll be ～.
～の役をやるよ。

Whose turn is it?
だれの番？

What do you think?
あなたはどう思う？

Why don't we ask the teacher?
先生に尋ねてみよう。



KEIRINKAN

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English Communication Ⅰ

②Teacher's Book

VEGETABLE OIL INK

この教科書は再生紙と植物油インキを使用しています。
また,色覚の個人差を問わず,より多くの人に必要な情報が伝わるようデザイン・配色に配慮しています。